

# SIERRA EDUCATIONAL NEWS

*Official Publication of California Teachers Association*  
155 Sansome Street, San Francisco

JOSEPH MARR GWINN.....*President*  
ROY W. CLOUD.....*State Executive Secretary*



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## C. T. A. Board of Directors

**T**HE Board of Directors of the California Teachers Association comprises the following:  
**Dr. Joseph Marr Gwinn**, superintendent of schools, San Francisco, *President*; **Paul E. Stewart**, city superintendent of schools, Santa Barbara, *Vice-President*; **Robert L. Bird**, county superintendent of schools, San Luis Obispo; **George C. Bush**, superintendent of schools, South Pasadena; **Ed. I. Cook**, dean, Sacramento Junior College; **Clarence W. Edwards**, county superintendent of schools, Fresno; **W. E. Givens**, superintendent of schools, Oakland; **Roy Good**, district superintendent of schools, Fort Bragg; **Mrs. Eugenia West Jones**, kindergarten teacher, Los Angeles.

Sierra Educational News is a member of the Educational Press Association of America and is published in accordance with the standards of that organization



*The N. E. A. Convention at Los Angeles this summer will give Eastern visitors opportunity to become acquainted with "The First Americans"—the native Indians of California, Arizona, New Mexico, Utah, Oregon, Washington, and other Western regions. The many fine qualities and admirable traits of the Western Indian are just now coming to be appreciated and recognized.*

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## C. T. A. Legislative Committee

**L**EGISLATIVE Committee of the California Teachers Association met for an all day session, Friday, April 10, 1931, at the Hotel Sir Francis Drake, San Francisco, beginning at 9:30 a. m.

The meeting was called to order by President Gwinn, Chairman of the committee, with the following members present:

J. M. Gwinn	A. C. Olney
George C. Bush	J. P. O'Mara
A. J. Cloud	Paul E. Stewart
William P. Dunlevy	Arthur Walter
R. W. Everett	Richardson D. White and
Willard E. Givens	Walter L. Bachrodt representing the School
Joseph E. Hancock	Superintendents Association
Herbert L. Healy	
Walter T. Helms	
Louis P. Linn	

There were also present, the following:

Mrs. Irene Moffat	A. O. Cooperrider
Miss Gladys E. Moorhead	William A. Sheldon
Mrs. Eugenia West Jones	A. G. Elmore
Robert L. Bird	Will E. Wiley
Roy Good	Clarence W. Edwards
George U. Moyse	R. P. Mitchell
A. E. Lentz	A. R. Clifton
D. R. Jones	C. R. Briggs
Earl G. Gridley	K. L. Stockton
C. B. Collins	E. H. Staffelbach
David E. Martin	W. M. Proctor
	D. L. Hardy
	Vaughan MacCaughey

The first order of business was the presentation, by the State Executive Secretary, of the exact situation with respect to educational bills before the Legislature.

The matter of Retirement was then discussed and most of the morning discussions were devoted to that subject.

On motion of Mr. Stewart, seconded by Mr. White, it was unanimously ordered that the

matter of Retirement be referred to the Executive Secretary and the Board of Directors to make such decisions as, in their judgment, they deem wisest.

The approval of **S. B. 387**, a bill providing for the absent voting privilege, was regularly moved, seconded and carried.

**A. B. 1902** by McDaniels, concerning union high schools, was unanimously disapproved.

Louis P. Linn moved, the motion was seconded by Mr. Good, that we withdraw our former action on **A. B. 1335** which disapproved it. The motion was carried.

**A. B. 954** was discussed but no action was taken.

**A. B. 52 and 53** were also discussed but no action taken at that time.

After a discussion of **Tenure**, Mr. Bachrodt moved, the motion being seconded by Mr. O'Mara, that the Legislative Committee express full confidence in our Secretary and that he do the best he can with respect to **Tenure**.

The motion was carried.

David P. Hardy, the representative of the School Business Officials Association and of the San Francisco School Department, appeared before the committee and discussed **S. B. 52 and 53** which cover liability insurance for school districts.

The Legislative Committee also discussed, at this time, **A. B. 878** which is also an insurance bill.

Walter Morgan, of the State Department of Education, asked the assistance of the Legislative Committee in helping to pass **S. B. 349** which is a junior college bill.

A discussion of the junior college situation followed. A. C. Olney, representing the Junior College Association and a member of the Legislative Committee, spoke on the subject.

At the conclusion of the discussion, R. D. White moved that a sub-committee of the Legislative Committee, which should include Mr. Olney and Mr. Morris, be appointed to further this junior college bill and that funds be provided if, in the judgment of the Board of Directors, such expenditure was deemed necessary.

The motion was seconded by A. J. Cloud and carried.

The Secretary then brought to the attention of the members, for full discussion, the Budget Bills which bills are **S. B. 664, 665, 666 and 785; A. B. 1524 and 1858**. Vigorous protest against these bills was again expressed by the members of the Legislative Committee who pledged to do all in their power to assist in the defeat of these measures.

William A. Sheldon, secretary of the Los Angeles Board of Education, was then granted the privilege of the floor by President Gwinn and spoke on Assembly Constitutional Amendment No. 11 which, if passed in its present form, will reduce very considerably the school revenues throughout the state.

He also spoke against **S. B. 398** which is a

measure taking away from schools the sums now furnished by the tax on intangibles.

Mr. Sheldon then spoke to the Legislative Committee concerning **A. B. 1856** which would affect Los Angeles City because if adopted it would allow elementary districts to withdraw from union high school districts.

At the conclusion of Mr. Sheldon's remarks, Mr. Bachrodt moved that the Legislative Committee express disapproval of Assembly Constitutional Amendment No. 11 and **S. B. 398** and instructed the Secretary to take action against them.

The motion was seconded by A. J. Cloud and carried.

The Secretary then brought the attention of the Legislative Committee to Assembly Constitutional Amendment No. 27 which, unless amended, would prove dangerous to the schools of the state.

Walter Morgan, of the State Department, spoke in approval of **A. B. 1408** which provides for the equalization plan.

No further business appearing, the meeting adjourned.

## C. T. A. Council of Education: Annual Meeting

**A** NNUAL meeting of the State Council of Education was called to order by President, Dr. Joseph Marr Gwinn, in the Gothic Room of the Hotel Sir Francis Drake, San Francisco, Saturday, April 11, at 9:30 a. m. The roll call showed the following members of the State Council present.

### Bay Section

Pansy Jewett Abbott	Edward W. Kottinger
Walter L. Bachrodt	Josephine Leffler
J. H. Bradley	S. Edna Maguire
Archibald J. Cloud	David E. Martin
Albert S. Colton	Edgar E. Muller
W. P. Cramsie	Walter C. Nolan
Mabel R. Ellis	Oscar H. Olson
A. G. Elmore	Bruce Painter
Minerva Ferguson	Edith E. Pence
Willard E. Givens	Thaddeus H. Rhodes
Earl G. Gridley	Lewis W. Smith
Joseph Marr Gwinn	Dan H. White
Joseph E. Hancock	John R. Williams
Walter T. Helms	Helen Winchester

### Central Coast Section

Robert L. Bird	T. S. MacQuiddy
James G. Force	Arthur Walter
C. Ray Holbrook	

### Central Section

S. J. Brainerd	Louis P. Linn
Lawrence E. Chenoweth	Mrs. A. C. Mack
Clarence W. Edwards	May R. McCardle
C. L. Geer	DeWitt Montgomery
J. F. Graham	L. C. Thompson
Herbert L. Healy	C. S. Weaver

### North Coast Section

Mrs. Annie R. Babcock	A. O. Cooperrider
George J. Badura	Roy Good

### Northern Section

E. I. Cook	Robert R. Hartzell
Charles H. Camper	Mrs. Jessie B. Madison
Ralph W. Everett	Curtis E. Warren
R. E. Golway	Chester D. Winship
Mrs. Minnie M. Gray	Freida Beik

### Southern Section

Lewis E. Adams	Henry G. Clement
Mrs. Rhea Allen	A. R. Clifton
W. D. Bannister	Flora Nathalia Cohn
George E. Bettinger	Cornelius B. Collins
Arnold A. Bowhay, Jr.	Beulah B. Coward
C. R. Briggs	John A. Cranston
C. L. Broadwater	William P. Dunlevy
George C. Bush	B. F. Enyeart
Anna D. Clark	Noel H. Garrison
Emmett Clark	Arthur Gould



Gladys B. Grabill	Ruth Newby
George M. Green	James P. O'Mara
Helen H. S. Greene	Oliver P. Palestine
F. A. Henderson	Mrs. Georgia B. Parsons
Ella C. Hickman	S. M. Partridge
Floyd J. Highfill	A. H. Riddell
Isabella H. Hilditch	Claude W. Sandifur
Mrs. Elleen S. Hitchcock	Elmer C. Sandmeyer
Hamilton H. Hoffman	George W. Scott
Will Henry Hoist	Harold F. Seal
Osman R. Hull	Albert M. Shaw
Edward John Hummel	E. E. Smith
Christine Jacobsen	Isabella L. Smith
C. L. Johns	Mrs. Kathleen H. Stevens
Mrs. Eugenia West Jones	Paul E. Stewart
Hortense A. MacKeever	K. L. Stockton
Gertrude Mallory	Edyth Thomas
Mrs. Pauline Merchant	Robert A. Thompson
R. P. Mitchell	F. L. Thurston
Harry J. Moore	John H. Waldron
Gladys E. Moorhead	Richardson D. White
George U. Moyse	Frank M. Wright

### Special Members

Roy W. Cloud  
 Walter E. Morgan for Vierling Kersey  
 Lavina McMurdo  
 Clarence L. Phelps for E. L. Hardy  
 The following proxies were presented:  
 Bay Section: Anne R. Granless for Will E. Wiley, Nina Farwell for Maybelle Wilson.  
 Southern Section: Louis E. Plummer for Ray Adkinson, Mrs. Irene Moffat for Helen Sue Read, F. F. Martin for O. Scott Thompson, Jane A. Maxwell for Albert M. Vandegrift.  
 Special members: Clarence L. Phelps for E. L. Hardy.

It was moved by K. L. Stockton, seconded by F. L. Thurston and carried that these proxies be seated as delegates for this meeting.

It was moved by J. P. O'Mara, seconded by F. F. Martin and carried that the minutes of the December meeting be approved as printed in the January, 1931, issue of the Sierra Educational News.

President Gwinn expressed his appreciation of the hearty good will accorded him by the Association during the past year and expressed the hope that 1931 would be a particularly bright year for the girls and boys and teachers of California.

### State Secretary Reports

The next order of business was the report of the State Executive Secretary:

*Mr. President and Members of the Council:*

**M**Y report as Executive Secretary will be confined to a statement of my work during the past four years. This meeting in which we are assembled today marks the completion of the four year term on which I entered in September, 1927.

The work of the California Teachers Association during these four years has been conducted to the best of my ability. No detail has been intentionally neglected.

The membership has increased, the financial affairs of the Association have been stabilized, and any ordinary expense of operation or neces-

sity can be cared for. The sinking fund which has been accumulating will provide funds for necessary projects in which the Association feels that it should engage.

On assuming the secretaryship, the number of members enrolled was 28,959. The membership for 1928 was 32,487; for 1929 was 34,595; for 1930 was 36,508; to date we have a membership of 35,384. By the end of this year, there should be at least 38,000 enrolled.

In securing this fine membership, I feel that our Association has added to itself a great reserve strength. The backing of 38,000 teachers to any proposal in which they are interested gives a strength and support which makes it possible to achieve most of our desires.

### Financial Statement

The report of the certified public accountant who was employed by our Board of Directors demonstrates that with a year of financial depression, during which time the financial activities outside of membership necessarily were much smaller than usual, and during a year when our expenses for securing assistance in studying retirement, equalization, administrative units and other phases of the work, took more largely from our funds than any other period in the Association's history, we were able to go through the year and show an excess of \$2,533.73 which may be used for furthering the work of our organization.

The Placement Division has functioned wonderfully well in both the Southern and Northern Sections. Those in charge have been untiring in their efforts to place members of our organization. It has not been possible, of course, to find a position for every member who registered but an exceedingly large number who desired changes or who needed positions were assisted, and, by the help of the Association, secured good teaching situations.

**T**HE official journal, the Sierra Educational News, has brought to the membership of our organization a fund of information, and inspirational and educational material which has not only been well written and well edited but which has been most timely. It has been impossible throughout the year to use all of the splendid papers which have come to us, but the editor of the magazine has been most painstaking in presenting the kind of articles which he felt would be of the greatest benefit to the greatest number of our teachers. We personally believe that the Sierra Educational News will compare most favorably with any educational journal printed in the United States.

It is with considerable pleasure that I can report that the Advertising Department of the

Sierra Educational News is filling approximately the amount of advertising space that was formerly used. This would indicate that the period of depression has, in a measure, been passed and that the good times which we have been expecting and for which we have been hoping are with us.

We are now in the midst of a session of the California Legislature. The program of the Association this year was smaller than usual but the measures in which we are interested will, if passed, mean much to the individual members.

I believe that there has never been a session of the Legislature in which the members of the Education Committee of both the upper and lower houses have been more kindly disposed than they have this year. The individual members in both the Senate and the Assembly are friendly to a large part of our educational program. There are members who cannot agree with us on such matters as tenure and retirement, but their difference of opinion is from an honest conviction that legislation of this kind is not for the best interests of the state.

The ready response which has come from thousands of teachers at our request, has kept the members of the Legislature fully informed as to the desires of the school people of the State, and is having a desirable effect.

We believe that when this session of the Legislature is finished, a number of excellent school measures will have been added to the school law. We believe that practically all of the measures which are detrimental to our best interests will have failed in passage. It is probable and entirely possible that one or two of the proposals which in a measure will interfere with the progress of our schools may become laws. If such is the case, we further believe that an honest desire on our part to educate the people will result in our being able to rescind such action within a reasonably short time.

Continued stress by persons outside the schools is put upon the statement that the public schools of California are costing too much. It should be our duty as educators to show to the people of the State that the schools are not costing too much, and that full value is being given for every dollar that is spent.

**T**HE assistance which our organization has received from teachers clubs throughout California has been exceedingly valuable. There has never been a time when there has been such a unanimity of accord and opinion as during this year.

Among the new activities which have been inaugurated during the past four years is a loan fund made in commemoration of our good friend Mark Keppel who was for so many years interested in the cause of education and who worked so untiringly as President of this Association. Nineteen teachers have taken advantage of the benefits of the fund and have, according to their letters, been able to secure assistance in this way which they sorely needed.

#### Mark Keppel and Walter Crane Funds

In memory of Mr. Keppel's successor as president, the late Walter B. Crane, a fund was also set apart to help in the maintenance of the Welfare Home for Southern California.

My predecessor as State Executive Secretary had started a most excellent research department which had been functioning under the director in a most worthwhile manner. Upon my assuming the office, because the acting director had moved to another field, it became necessary for me to find a successor. We secured the services of William G. Carr, who for two years gave a splendid account of his work. Mr. Carr was called to a larger field of activity as Assistant Director of Research in the National Education Association. I am now pleased to report to you that he has just been asked to assume the directorship of the Research Department of our national organization to succeed Mr. Norton who has so splendidly functioned there.

When Mr. Carr left us we were extremely fortunate in securing our present director. He has brought an understanding and ability to his department which is making it function as one of the very best in any teacher organization in the country.

A development was started two years ago when we began a section in the Sierra Educational News covering legal opinions having to do with school affairs. We consider ourselves very fortunate in having the services of the one who has this department. His connection with the office of the State Superintendent of Public Instruction has made it possible for us to keep our members informed monthly as to supreme court decisions and interpretations of the law as they have been made by the attorney general and the State Superintendent of Public Instruction. We believe that this service is of very great value to our membership throughout the state.

It is probable that no organization has more appeals for advice than does ours. We have endeavored to answer every letter that has come to us no matter what the import. We believe

that any member or anyone else who takes the trouble to write us should have the courtesy of an answer. It has, therefore, been our policy to answer these thousands of communications and give the best thought that we could to them.

During this past year it became necessary for us to endeavor to make the corporate law of our Association conform to the corporate by-laws. In 1922 a change was made at which time the by-laws and articles of incorporation should have been made to conform. That point was neglected. It has been extremely hard for us to secure the assents that we need. The law requires that over 50% of the membership must assent to such a change. Our membership is now over 35,000. We are at this time several hundred short in the number of assents needed. We trust, however, that within the month we may be able to secure the additional number.

#### Los Angeles N. E. A. Convention

This year California will entertain the National Education Association at Los Angeles. It is probable that there will be at least 20,000 teachers from outside of California in our great southern city. It is to be hoped that every teacher in California will constitute himself or herself a committee of one to assist in the entertainment of these outside educators in order that they may take away with them the knowledge that California not only knows how to dispense hospitality but that it is a pleasant state in which to spend a brief period for rest, entertainment and educational refreshment. I am pleased to report that the most cordial relations exist between the State Department of Education and our organization.

I desire to thank the members of the Council, and through them the teachers of the State, for their fine helpful spirit. I trust that our actions will help to bring a better, finer school system for California.

At this time I wish to thank the President and the members of the Board of Directors for their untiring assistance. I also desire to express my deep appreciation of the help given by the Presidents and Secretaries of the various sections, and to express in this manner my appreciation of the help given by the members of our staff in San Francisco, Los Angeles and Berkeley. Without the cooperation that I have had from these sources, it would not have been possible for us to have carried on.

Respectfully submitted,

ROY W. CLOUD,  
*State Executive Secretary*

PRESIDENT GWINN then stated that "the report of the Secretary showing the excellent and large work accomplished during the past year and past four years will be received and become a part of our records.

"The Secretary's report reminds the President that it might be expected that the President make some report of the year's accomplishment. Most of the work that has been accomplished is well known to you and that underway will come out in the course of today's proceedings. At a meeting of the Board of Directors last night we discussed the program that the members of the Board felt should attract our attention for the coming years. As we look back over what has been done and what we are doing and seeking to bring about, what are the objects and purposes, we find that a very large part of our program has been directed definitely to making conditions better for the children, and bringing a better financial condition for the operation of schools in order that a broader program of education might be provided.

#### The Child Is in the Center

"An examination of the pages of the Sierra Educational News of the current issue and of all past issues, and a reading over of the list of committees and a consideration of the reports that have been made would convince anyone who is not selfish and prejudiced that the California Teachers Association is dominantly an organization to bring better educational conditions and more of the right kind of education to the children and also to the adults of the State, for owing to the rapidly changing conditions we all have to re-educate ourselves and some, occupied in certain changing employment, need greater re-education. On the other hand, many of the activities of the Association appear to be directly for the welfare of the teachers and purposely so, but we trust that back of those efforts that are apparently directed to more or less selfish ends, as they would be viewed by the outsider, is a very definite effort to further the welfare of the child.

"Our program for teacher retirement and pension to the man in the gallery might seem to be a program of selfish seeking to get something for the teacher, but we will never be successful in getting any adequate plan if we make the teacher the main objective there. It was made very clear by our actuary, Mr. Buck, that the aims and purposes of the present plan are for the child. We have been accused by some, of directing our efforts too much to teachers.



of wanting an increase in teachers' salaries, of securing less work and more pay for teachers, of placing a greater burden of taxes on others that teachers might enjoy more pay, and so we thought as we sat about the table last night that there are a great many things that should hold the attention of the Association in the future, hoping that the matter of tenure and the matter of pensions and retirement may be behind us after the legislature has adjourned, that we could very effectively, perhaps, give a little more in an objective way and that would be apparent to those who are not teachers, that our interests are dominantly for the children of the state.

### Helping the Helpless

"Among the matters that were suggested at our meeting last night are the following: that the handicapped child is needing help, especially in the smaller places. The large cities with a large number of such children have been able to provide a more or less satisfactory program, but there are crippled children so crippled that they cannot leave their homes. We in Los Angeles or San Francisco are able to send a teacher to the bedside of these crippled children so that their education is carried on while they are not physically able to get to school, so you can see that while the handicapped child may get a good program in the cities, such education cannot be provided in other parts of the state and some action ought to be taken looking forward to a statewide program to help these less fortunate children.

"There appeared to be a very great need for a program for those who are morally handicapped. We may be doing better for those who are physically and mentally handicapped than for those who are morally warped. There unquestionably is need for improvement in the ways and means of the California school system to improve conditions there."

"The cry of the rural child, of the country child, for better school conditions perhaps ought to receive more of our attention and perhaps we have been spending relatively more money on the high school child than we have been spending on the elementary school child and that something might be done to bring better educational opportunities to the country school child.

"I think one of the most significant things that has been done looking to that end, and we have had our part, and the organization of the Superintendents has had a part, is the suggested equalization plan for California schools.

I can see in that only the child. That is not aimed at the teacher; it is aimed at the child and at the taxpayers, to lighten the load of the taxpayer.

"The thought was brought out last night that the school people ought to be in the lead in the matter of economy in education and that we ought not to let somebody else take the lead in economy. By economy for school people we mean wise spending, that the moneys we have should be spent in the wisest way, and doubtless that spending would produce larger spendings as a means of economy rather than smaller spendings as a means of economy. I think we should direct our attention to the ways and means of economy and efficiency.

"Then it was suggested that we ought to clean out our own household, that the teaching body ought to be interested in keeping the standard of teachers up to a high level and that we ourselves ought to establish ways and means for eliminating those who do not bring themselves up to a high level and who do not give satisfactory service. We seem to have those who want to hold teachers in service irrespective of the kind of service rendered. We should devote ourselves to a program of training ourselves to be more effective in our service and also to provide ways and means of seeing that those who do not come up to the standard should be eliminated. That subject should commend itself to all of you as a suitable committee program for another year.

"There were a number of other suggestions but all of the suggestions that we heard from the eight members of the Board of Directors and the headquarters staff were unanimous in advocating work for the children, in the improvement of the teachers and the equalization of educational opportunities.

### Committee Work for 1931-1932

"We were drawn into this discussion in considering the committees that should be appointed to carry on the work and in considering which of the committees that have been appointed should be discontinued. That is one of our problems which is one of your problems, and I am certain that the administration in charge of your affairs next year will welcome suggestions as to the program. No one suggested that we should stop many of the activities which we now have. If we do not get a tenure law or a proper retirement law, those activities will still be continued. We will still continue our activities in the welfare of teachers and in the matter of textbooks, but these were



some of the new suggestions that were made for the consideration of the incoming executive officers of the Council of our Association."

**A**S there was no old business the next order of business was the report of committees. Owing to the absence of Chairman Albert F. Vandergrift of the Committee on Relations with Educational Organizations, the State Executive Secretary reported for the Committee that application had been received from the California Vocational Federation for affiliation in accordance with paragraph 11 on page 17 of the corporate by-laws. The Secretary reported that the application of the Vocational Federation was in strict conformity with the by-laws, there being more than 1000 members of the California Vocational Federation who are also members of the California Teachers Association. Mr. Givens moved that the report be approved, that this organization be an affiliated organization of the California Teachers Association in accordance with the by-laws. The motion was seconded by Mr. Everett and carried.

Mr. Gwinn in welcoming R. E. Gilbert, President of the California Vocational Federation, as a member of the Council said "we hope that we may be of service to you and we hope that you will be of service to us. As I understand it integration is the word and we know that all of our efforts ought to be integrated. We are very happy to have you as a member of our Council."

*The next order of business was the report of the Legislative Committee made by the chairman, Dr. Gwinn. The report is as follows:*

**I**SHOULD like to advise you that Secretary Cloud has been in attendance in Sacramento at the Legislature and its committees continuously, that in addition to Mr. Cloud we have had the helpful services of D. R. Jones and Miss Jane Maxwell. Miss Moorhead has been there for a good part of the time. Those three with Mr. Cloud have been handling the affairs of legislation for the California Teachers Association and in a very fine and masterful way. We are very happy in having Mr. Cloud to lead the program for us in Sacramento. He does his work in a dignified, in a courageous and in an effective way. He has the respect of the members of the Legislature and they are always ready to listen to him. I know that everything has been done that could be done by the California Teachers Association in order to get favorable action on the measures that we are especially advocating.

We have at all times the helpful co-operation of the State Department of Education as we

have at all times been giving co-operation to the State Department in the many measures that the State Department of Education has before the Legislature.

Your Legislative Committee met all day yesterday and heard reports of what had been done with the various bills before the Legislature but devoted most of the time yesterday to the consideration of the retirement and pension bill, Senate Bill 260, which is now before the Finance Committee of the Senate. It was passed out of the Education Committee without recommendation to the Finance Committee. We met considerable opposition on the part of the Director of Finance of the state to this measure both because it was said by him to be financially unsound and because there was no money to put into effect its requirements.

#### Senate Hearing on Retirement

Under the necessity of doing all that could be done Mr. Cloud advised with me in regard to bringing out to the Legislature our actuary, Mr. Buck. While it is an expensive trip for him to make because he is a man of large affairs and has many important conferences coming up before him at this time, he consented to come for two days and he did come to Sacramento last Monday and we appeared before the Governor and the state financial officer. We, I mean the representatives of the California Teachers Association, some ten or twelve in number, and some representing other educational organizations, with Mr. Buck, had a satisfactory conference with the Governor. Our purpose was to have Mr. Buck and the State Director of Finance together in the presence of the Governor so that an understanding might be had of the situation. The Governor received the Committee and in a most cordial manner listened attentively to the statements of Mr. Buck, of Mr. Cloud and of the State Director of Finance and assured us that in the event that the bill got to him he would sign it. We had on the other side the assurance of the State Director of Finance that it would never get to him. I am satisfied that the Governor is sincerely desirous that a satisfactory retirement plan be provided for all of the teachers of the state. He said so in his inaugural address, in his printed statement to the Sierra Educational News, and I believe he is sincere in these statements.

On Tuesday morning Mr. Cloud had arranged and the Senate Finance Committee had agreed to hold a meeting especially to consider our bill. Mr. Buck appeared with the others

before the Senate Finance Committee. Mr. Vandergrift, the financial officer, was there and a hearing was held from nine to eleven o'clock. The chairman of the Finance Committee had told Mr. Cloud that it would be impossible to have more than one meeting on the bill. Mr. Buck made a masterful presentation of the case and showed that this is an economy measure, that the state will be better off financially with this plan than the state is now and will be under the present plan. The committee members were tremendously interested in everything Mr. Buck had to say and at the end of the two hours they asked if he could stay over and tell them about it the next day and they set a special meeting. Although Mr. Buck had a very important meeting in New York and to return there would necessitate his leaving on Tuesday night, by telegraph it was planned that Mr. Buck could stay over and by taking a plane, and catching his train, he did stay over and appeared before the Finance Committee.

#### Retirement Makes Friends

I understood Secretary Cloud to say that the Committee were very favorably impressed. We hope that we will get a favorable report from the Finance Committee. I think even Mr. Vandergrift, the State Director of Finance, was very greatly changed in his attitude towards the teachers' bill. I am pretty certain that he had not understood the measure and when he did get a full understanding through Mr. Buck's presentation we feel that his opposition was modified considerably.

There had to be some modifications in the bill as originally presented. The main thing is there is no money. That is what we were told. "Find the money; we are for you." It is not just an excuse. It is a real situation which confronts the State of California to find the money to carry on, so the agreement was made that this bill might not become effective until July 1, 1932. This amendment we agreed to in order to tide over the very strenuous time we are meeting now and this will also provide the state with the way of putting it into operation without a very great outlay of money at this time.

Yesterday we devoted time to tenure. Our tenure bill, A. B. 366 by Mr. Cobb, was reported out favorably by the Assembly Education Committee but on the floor of the Assembly was changed raising the 300 A. D. A., below which tenure would be optional, to 850. We have not agreed to that. Mr. Cloud insisted and all the others have insisted on the 300 that was recom-

mended by this body. Now what we should do under the circumstances is a question. The Legislative Committee and the Board of Directors both felt that we should still do all we can to maintain and secure the bill as we recommended it on a 300 A. D. A. basis, but whether or not we should endeavor to defeat the measure carrying 850 or 500 if we cannot get the 300 is a question that we cannot foresee as to the wisdom at this time, so in most of these measures the Legislative Committee and the Board of Directors felt that we would have to leave the matter in the hands of the Executive Secretary and if any very important modifications were necessary to be made the matter would be left to the Executive Secretary and the Board of Directors of the California Teachers Association to make the decision. There are some decisions that no individual would like to take the responsibility to make.

A very serious situation is in the Legislature with respect to the Bush bills. These are budget bills. A very determined effort is being made by many to give boards of supervisors the right to revise school budgets. There are many excellent men who have always been favorable to schools who are willing to give boards of supervisors the right to revise school budgets. The request for help now is not that school superintendents or school boards become more active, because they have been very active in opposition to these bills, but that such bodies as chambers of commerce and those who are not directly connected with the schools should write the various members of the Legislature so that a full understanding might be had of the proposed measures and that opposition might be brought to the measures sufficient to defeat them. I think it would be most unfortunate if these bills were passed because the whole item of giving the supervisors the power of revision is to reduce the amount given to the schools everywhere.

The other measures given consideration were the state printing of books which will come up before you through another committee. I will not take your time to report on that here. The other matters will appear as the day progresses and I will not mention them here because they will receive your attention later in the day.

*I would like to call on the Executive Secretary to make some report on how legislation stands.*

THE State Executive Secretary then said "it would seem to me in considering legislation that we have a duty as members of the teaching staff of the state in putting people right on some of their impressions. One of the things

that impressed me more than anything else when Mr. Vandegrift was presenting his report to the Assembly was his continued statement that the schools of the state received 62 cents of every dollar of taxes. That was his statement from start to finish when anything was said about the budget. I was not able to determine just how he arrived at that figure.

#### The School Budget—Accurately

"The state school funds are \$86,000,000. The total budget for the state is \$240,000,000. So far as my arithmetic is concerned I have never been able to quite get the correspondence between \$86,000,000 and \$240,000,000 as 62%. My arithmetic tells me that it is about 1/3. Mr. Vandegrift's reply to that was that \$111,000,000 of the budget is for a gas tax and that we have no right to call that a state tax. I maintain that the \$111,000,000 charged to the people is a tax whether you collect it because of the kind of gas we use or whether you charge it on some other thing. I believe we have just a bit of a duty there in letting people know that we are not using so much of the tax dollar as it is claimed we are using.

"There is a measure which may affect us adversely unless it is amended in its present form. It is Assembly Constitutional Amendment 27 which if it goes through as it now stands would take away all of the county apportionment from schools and make the state give \$30 a child, leaving the district to supply any funds necessary to conduct the schools. The man who introduced the measure has promised that he will change his bill. His desire is that all of the amount now expended by the county should be assumed by the state, and if that could be done we should welcome the change. (Note—This amendment has been changed to provide for county apportionments.)

"Assembly Constitutional Amendment 11 is an amendment which would have serious consequences to the people of California. It provides that the automobile tax shall be collected by the state at the same time that the license is issued. In this way no one could evade the payment of the automobile personal property tax, but here is where the bill is dangerous. All of this money that would be collected goes for the maintenance of highways. If that amendment should go into effect, the city schools of Los Angeles alone would lose over \$900,000 in taxes and it would run into the neighborhood of \$300,000 in San Francisco. (This amendment has been changed and now returns to the school their proportionate share.)

"Another matter which needs our serious attention is Senate Bill 398 which would take from the schools the one-third of the intangible tax. Any single piece of legislation that takes from the district a tax of that kind and gives it to the state is putting an increasingly heavy burden on the county. We must keep the county and district tax just as small as we can because education is a state function and we should be the ones to spread that gospel through California.

"If we put our tenure measure through, I wish that we could come to this state of affairs in California. It is something that has been on my mind for some time. When this organization was started John Swett declared that the teachers of California were joined together for their mutual advancement and development and said that the teachers who belonged to the California Teachers Association should be the teachers of the highest ethical practice. His idea at that time, and at that time the dues were much larger than they are now, was that any teacher who did not live up to the highest ethical practice should be dropped from the membership of the organization as a mark that he was not the sort of person to be in the profession.

"I wish that we could have a committee on ethics or perhaps professional relations in each of the sections. These committees should be elected by the teachers themselves and act as a sort of an advisory committee. Teachers who do not live up to the highest practice could be called before the committee to explain their alleged shortcomings. Then the state might have a statewide committee to which a teacher could go in case she was not satisfied with the decision of the local committee. If a teacher were found not to be living up to our highest ideals, that teacher should be dropped from the membership of the organization. Perhaps we cannot go that far because the membership may not mean that much, but we could make the membership mean enough if we take the care to see that this is done. If this practice could be developed in our state anything that might arise under tenure could be cared for.

*The President then called on Earl G. Gridley, chairman of the Committee on Retirement, who gave the following report:*

**R**ALPH W. EVERETT, chairman of the Committee on Tenure, reported the situation regarding the California Teachers Association tenure bill, Assembly Bill 366 by Assemblyman Lawrence Cobb of Los Angeles. He reported that our bill which calls for a figure of



300 A. D. A. below which tenure is optional had been changed on the floor of the Assembly so that the bill now reads that tenure shall be optional below 850 A. D. A. Mr. Everett asked for an expression from the members of the Council concerning the feeling of teachers through the state in regard to this matter. Quite a number of teachers and superintendents responded but no action was taken at this time.

#### Leaves-of-Absence

**Albert M. Shaw** as chairman of the Committee on Leaves of Absence gave a report of progress stating that the bill providing for sabbatical leave for the teachers of California had been favorably recommended by the Education Committee of the Assembly.

**J. H. Bradley**, chairman of the Research Committee, reported progress and stated that a plan had been worked out by his committee whereby valuable research work done throughout the state by other organizations and school departments would be brought together and prepared so that it would be available to all of the teachers of the state either by special report or through the columns of the *Sierra Educational News*.

For the Kindergarten-Primary Committee **Mrs. Jones**, chairman, reported that the committee was at work on the study of retardation in the first and second grades and would have a very definite report for the December meeting. She wanted to emphasize the fact that the work of her committee was purely for the child.

At this time Mr. Gwinn announced that a special committee had been appointed by the President to further the passage of a junior college measure now before the state legislature. The state owing to several circumstances has not met its promise with regard to funds for the junior colleges and their work has been seriously hampered because of this lack. The bill now before the legislature would provide sufficient funds for them to carry on and would be merely giving to them the amount of money which the state had already promised. He stated that Mr. Olney had been appointed chairman of this committee and the other members were E. I. Cook of the Board of Directors and C. S. Morris, and also stated that funds had been provided by the Board of Directors for the carrying on of this work.

It was reported to the Council that J. B. Hughes, an active California Teachers Association worker and husband of Mrs. Elizabeth Hughes, a former Council member, had just

died. Miss Moorhead moved, the motion being seconded by Mr. Warren, that the Secretary send a note of condolence to Mrs. Hughes.

The President then recognized Mr. Thurston, who spoke briefly on the present attitude of many magazine and newspaper articles of criticizing in one form or another the schools and educators. He felt that the time had come for the school people to see that the reading public should receive authentic material concerning schools and suggested that one of the new lines of activity for committee work of the Association should be a committee on publicity whose duty would be to see that articles by our own leading educators should have prominence and publicity in magazines and newspapers throughout the state.

The President noting Arthur H. Chamberlain, former State Executive Secretary, in the audience greeted him and asked him to say a few words to the Council. Mr. Chamberlain extended hearty greetings and appreciation of the work being done by the Council.

The Council was then adjourned to meet at 1:30.

#### Noon

At the opening of the afternoon session the President called upon Walter E. Morgan, Director of Research of the State Department of Education, to extend a few words of greeting from the State Department. Mr. Morgan assured the members of the Council of the great desire of the State Department of Education to work in harmony with the California Teachers Association and to be of service to all departments throughout the state.

Mr. Gwinn then said "We would be very glad to have you carry back to Mr. Kersey the assurance that the California Council of Education is very desirous of co-operating with the State Department of Education in every way. We appreciate the valuable services rendered by the State Department. We are always under obligation to the State Department in giving form to bills and to amendments necessary and to giving expression to our opinions and desires in matters of legislation."

The President then called upon Mr. Givens as N. E. A. Director for California, who reported briefly on the convention of the N. E. A. to be held in Los Angeles from June 27 to July 4, 1931. Mr. Givens asked the Council to authorize him to send a wire to President Hoover inviting him to address the convention at Los Angeles. F. F. Martin moved, the motion being seconded by Mr. Givens, that the State N. E. A. Director be authorized to send a telegram to President Hoover urging him to appear on the program of the Los Angeles convention. The motion was unanimously carried.

*F. L. Thurston, chairman of the Committee on*



*Insurance, Loan Funds and Teachers Homes, reported for his committee as follows:*

*Mr. President and Members of the Council:*

**M**EMBERS of the Board of Directors of California Teachers Association for some years discussed the advisability of devising plans whereby the Association might be able to do definite welfare work in the interest of members of the Association. In April, 1929, the Board of Directors recommended to the Council of Education that \$1000 be set aside and designated as the Mark Keppel Fund with the understanding that members of the Association who might be in need of assistance could ask for loans from that Fund.

The Board of Directors authorized that in administration of the Fund requests for loans should reach the Central Office through the President and Secretary of the Section of the State Association to which the teacher belongs. Loans from the fund not to exceed units of \$200 to one member have been made from the Central Office on recommendation from presidents and secretaries after proper investigation as to the worthiness of the member making the request. In a number of instances loans have been made that have been real godsend to the recipients. Those members deeply appreciate this phase of Association activity.

Association welfare work is not limited to the Central Office. A number of the Sections of the State Association as well as cities in the Sections are doing definite and worthy work along that line.

The Bay Section has established a loan fund or \$2000 which, like the Central Office, they lend in units of \$200 on personal notes promising 4% interest. The Bay Section has made a large number of loans and their fund is working in the nature of a revolving fund to the satisfaction of their committee and relief of members of that Section who find themselves in extreme need.

#### Section Welfare Activities

The Central Section at their convention in December, 1930, amended their constitution so it provides for a welfare committee. Their constitution as amended provides that 15 cents from their share of each membership fee is to be paid into their welfare fund. They hope soon to have a stable fund and be able to meet calls which may come from members in need.

The North Coast Section established a fund of \$500 from their balance and they are now adding to that fund 20% of their share of each membership fee. They have a welfare committee of five members and they are prepared to investigate calls for assistance from their members and to "care for their own" when need is presented.

The Northern Section has not organized a definite committee on welfare. Their Council voted some months ago to contribute \$25 per month toward the care of one of their former

teachers who is now in the Southern California Teachers Home. Their contributions have amounted to more than \$500 to this cause.

The Southern Section early in the year 1927 organized a committee on welfare. A careful survey of Homes for Aged, County Institutions and Sanitariums was made. This survey revealed that a number of former teachers were in such institutions. The committee suggested that a Home for Retired Teachers should be established. The findings of the committee were published in bulletin form and mailed to each school in the Section with an invitation to members of the Association to contribute to carry on the work proposed by the committee. Comforts not afforded by certain institutions were furnished in a number of instances to former members of the profession and in the summer of that year the Southern California Teachers Home was established. It began as a five-room cottage furnished by local teacher and parent-teacher associations. The demands on the Home were such that it now occupies a ten-room house. During the Home's four years of operation, ten teachers have been furnished a home.

#### An Incorporated Bureau

It was soon found that problems incident to maintaining a Home for Retired Teachers would require authority which could be granted only through incorporation so the Bureau of Welfare of the Southern Section was incorporated early in 1928. The Corporation is maintained at the will of the Southern Council of California Teachers Association.

The work of the Bureau of Welfare of the Southern Section is maintained through voluntary contributions made by members of the Association. During the year 1930 approximately \$6000 was raised by that method. That amount maintained the Home and met demands for loans and benefits voted by the Board of Trustees to former members of the profession who were not in the Home. The work of the Bureau of Welfare is a fine example of what can be done through co-operation. If a member of our profession in a small community meets misfortune caring for the member might soon become a real hardship. The cost of welfare work distributed among members of the profession throughout a section works a hardship on no one. Everyone who is informed as to the work that is being done by the Board of Trustees realizes an exceptionally worthy activity has been started.

The Board of Trustees of the Bureau of Welfare of the Southern Section are looking forward to the time when acreage may be secured and a Home worthy of our profession may be established. Looking to that end two bank accounts are maintained, one the checking account for the Maintenance Fund, the other an Endowment Fund. Largely through outright liberal contributions from Southern Section teachers the Endowment Fund has now reached almost \$20,000. Every year as wider publicity is given to the work more numerous gifts are received for the Endowment Fund. A number of wills have been drawn in which the Bureau of Welfare has been named as beneficiary. Confidence in the

project is rapidly growing and the Board of Trustees is encouraged to believe that in time the Southern California Teachers Home will be well established.

Your Committee urges that members of the Council actively assist in giving better publicity to plans of the State Association and Sections for welfare work. If members of our Association meet with misfortune and are in need of assistance, your Committee desires that such information be brought to our attention. We believe that in time members will recognize the welfare movement as one of the important activities of the Association.

Respectfully submitted,  
F. L. THURSTON, *Chairman*

#### Delegates to Los Angeles N. E. A. Meeting

The State Secretary then reported that the N. E. A. Director had made the following allotment of N. E. A. delegates:

Bay .....	12
Central .....	3
Central Coast .....	2
Northern .....	3
North Coast .....	2
Southern .....	18
Association .....	2
	42

The time having arrived which was set aside as a special order of business for the election of officers, the representatives from each Section of California Teachers Association met in individual groups. Each group was called to order by the Section president to nominate members of the Board of Directors for the ensuing year.

When the Council re-convened the Section nominations were reported as follows:

**Bay Section** for the Board of Directors, Dr. J. M. Gwinn and Willard E. Givens; **Central Section**, Clarence W. Edwards; **Central Coast Section**, Robert L. Bird; **Northern Section**, E. I. Cook; **North Coast Section**, Roy Good; **Southern Section**, George C. Bush, Mrs. Eugenia West Jones, Paul E. Stewart.

**BAY SECTION** reported that it had nominated the following N. E. A. delegates:

Henry I. Chaim, San Francisco  
W. O. Davies, San Leandro  
A. G. Elmore, Modesto  
Eleanor Freeman, Redwood City  
O. C. Hadley, Gilroy  
Helen Holt, Alameda  
Robert E. Gibson, Walnut Creek  
Edith E. Pence, San Francisco  
O. F. Staton, Santa Rosa  
Rex H. Turner, Oakland  
Estelle Unger, Petaluma  
John R. Williams, Stockton

The **Central Section** nominated the following N. E. A. delegates:

Mrs. A. C. Mack, Bakersfield  
Louis P. Linn, Fresno  
One to be elected

The **Central Coast Section** reported that it had

nominated the following N. E. A. delegates:

Ruth Paulding, Watsonville  
Mrs. Rose Power, Hollister

#### Alternates

Catherine Easterling, Paso Robles  
Mrs. Lois Johnson, Monterey

The **North Coast Section** nominated the following N. E. A. delegates:

Mrs. Annie R. Babcock, Willits  
G. J. Badura, Fortuna

K. L. Stockton moved and Mrs. Merchant seconded the motion that those nominated by the various Sections be elected as members of the Board of Directors for the ensuing year and N. E. A. delegates for the Los Angeles Convention. The motion was carried.

The Southern Section reported that the N.E.A. delegates would be elected at the next regular meeting of the Southern Section Council.

The Northern Section reported that N. E. A. delegates would be elected at the Northern Section Council meeting to be held this next week.

F. F. Martin moved, and the motion was seconded and carried, that the President and Secretary be authorized to name the N. E. A. delegates from the other Sections as reported by the several Sections.

Mr. Gould reporting for the Southern Section said that it was his great pleasure and honor to report that the Southern Section unanimously passed a vote of confidence in our executive officers.

THE regular order of business having been resumed, Mr. Gwinn called for a report of the **Committee on Administrative Units**. A. R. Clifton, chairman, outlined the work which is being done by this committee in conjunction with Dr. William M. Proctor of Stanford University representing the Koos Survey of the United States Department of Education. Dr. Proctor spoke briefly outlining the work which has been done and which is proposed to be covered by the committee. Dr. Staffebach also told of studies now being carried on in several counties and displayed a map of Kern County to show the kind of material necessary for a constructive program. Mr. Hummel moved that the committee be empowered to continue its work and that it be instructed to co-operate with the State Department in carrying out the plan recommended by the Governor's commission. The motion was seconded by A. J. Cloud and carried.

The President then called upon Mr. Everett to finish the report of the **Committee on Tenure**. Mr. Everett spoke briefly, after which Miss Abbott moved that so far as possible the principle of tenure be maintained and that the matter be left in the hands of the Executive Secretary with instruction that he do the best he can as we are confident he will do the very best possible for the teachers of the state. The

motion was seconded by Mr. Sandfur and carried.

K. L. Stockton moved that the central office, through the Research Division, begin to study ways and means of improving service and to study the question of what a professional relation committee could do in this line regardless of what happens to the proposed tenure law. The motion was seconded by Mrs. Parsons and was unanimously carried.

Mr. Gould reported to the Committee on **Textbooks, Supplementary Books, and Libraries.** He outlined Assembly Bill 1168, the textbook bill, which had been recommended favorably by the Assembly Committee on Education. The committee recommended continued opposition to this bill. The committee recommended unanimously that we set up a committee to bring about the submission of such legislation as is necessary in 1932 to accomplish the end that the unit of supervision shall be the unit of adoption in the selection of textbooks. His committee further recommended that in view of the fact that some talk is going about that the teachers are opposed to the state printing office, we feel it desirable to state our opposition very clearly in that matter by stating that we do not desire the abolishment of the state printing office. Mr. Gould then moved that the State Council go on record as favoring the continued opposition to the present bill. The motion was unanimously carried. Mr. Gould then moved that the Council express as publicly as we may that we do not desire or seek or urge the abolishment of the state printing office. This motion was seconded and carried.

After a discussion Mr. Gould moved that we authorize the President to appoint a committee to co-operate with representatives of the Superintendents organization, the High School Principals and the Elementary Principals Association at as early a date as possible to study and recommend procedure on the textbook situation. The motion was seconded and carried.

**M**R. GIVENS, chairman of the **Committee on Financing Public Education**, reported as follows:

*A pamphlet has just been issued giving a plan to relieve taxation on real estate and equalize educational opportunities in California. This work has been done by the California Public School Superintendents Association Committee on Equalization working with a committee of the California Teachers Association.*

The plan outlines briefly that real estate in

California bears three-fourths of the total tax burden.

Taxes on real estate have been steadily increasing during the past ten years and are mounting higher every year.

Counties, cities, school districts, irrigation districts, lighting districts, etc., depend almost entirely for their support upon real estate taxes.

Hundreds of school districts already overtaxed find it impossible to raise the moneys necessary to maintain satisfactory schools; hundreds of others levy no tax at all.

The plan provides for distributing \$4,500,000 as a relief fund among the elementary school districts and \$2,500,000 among the high school districts of California.

It distributes this aid in proportion to the need of the districts on the basis of what it will cost each district in the state to provide a satisfactory program.

It equalizes the burden of taxation of all participating counties and districts.

It makes it possible for every district in the state to have funds sufficient to meet the cost of a satisfactory program without levying unduly heavy taxes.

It provides for state relief in meeting the cost of pupil transportation.

The plan does not take from county or district a single dollar which it is now receiving from state and county funds.

It does not require any change in present county or district organization.

It does not compel any district to enter into the plan unless it wishes to do so.

It places no obstacle in the path of adopting larger school units nor does it tend to perpetuate unnecessary school districts.

**T**HE President then called on Mabel Ellis who gave a short talk on the World Conference of Education Associations to be held at Denver, Colorado, July 27 to August 2. It was regularly moved, seconded and carried that the following be delegates of the California Teachers Association to the World Conference:

Mabel R. Ellis	A. J. Cloud
Christine Jacobsen	Albert M. Shaw
Mrs. Pauline Merchant	Mrs. Kathleen H. Stevens

It was moved by Mr. Martin that the President and Secretary be authorized to designate as delegates representing the California Teachers Association any other member of the Association who plan to attend the Conference. The motion was seconded by Mrs. Jones and carried.

No further business appearing the meeting adjourned.

ROY W. CLOUD  
State Executive Secretary

## California Fiesta Year--1931

LUCILLE BRANDON, *Oakland*

**E**VERY day of this year is a Fiesta Day somewhere in California. Delegates and visitors to the great N.E.A. convention at Los Angeles should plan to attend numerous fiestas and gala occasions before and after the convention.

California communities are offering to visitors a full program of changing entertainment. During the summer and fall, a varied succession of fairs, festivals, civic pageants, rodeos and other celebrations extend a hearty welcome to all.

"With more than 365 such celebrations on the program, being held in 169 various localities," Frederick J. Koster, president of the California State Chamber of Commerce, recently commented, "the rest of the world is visiting the Golden State during its 1931 Fiesta Year."

Important personages are adding luster and dignity to the festivities. The King and Queen of Spain are coming and, after a tour of the state, will be present at the 150th anniversary celebration of the Founding of Los Angeles. Also, the King and Queen of Siam are to visit California during the year.

The Redwood Empire Association, which includes the communities within the shadow of the ancient and towering redwoods along the north coast, announces more than 50 gala events. When the cry of gold rang

through the land in the days of '49, the breathless rush of pioneers added a new note of color to California's fiesta spirit. As the Mission padres bade the tired traveler to refreshments, so the masters of the Western haciendas keep alive this ancient spirit of hospitality.

San Francisco, Los Angeles, Santa Barbara, San Diego, and Santa Cruz will offer imposing historical pageants. Rose festivals,

rodeos and other fiesta programs will be offered in all parts of the Golden State.

Many celebrations which have been held annually for decades have announced that their best effort will be put forth in 1931—*California Fiesta Year.*

### July

- 3-4-5—Catalina Jubilee, Catalina.
- 3-4-5—Round-Up, Alturas.
- 3-4-5—Fourth of July Celebration, Grass Valley.
- 4—Fourth of July Celebration, Gen. Grant Nat. Park.
- 4—Fourth of July Celebration, St. Helena.
- 4—Fourth of July Celebration, Hermosa Beach.
- 4—Annual Rodeo, Julian.
- 4—Celebration, Rose Bowl, Pasadena.
- 4—Fourth of July Celebration, Arcadia.
- 4—Ruff Water Swim, Ocean-side.
- 4—Fourth of July Celebration, Napa.
- 4—Fourth of July Celebration, Sunnyvale.
- 4—Independence Day Celebration, Grass Valley.
- 4—Royal Order Scottish Clans Games, Long Beach.



Towering redwood groves are one of the distinctive glories of California



**July—(Continued)**

- 4—California Championship Outboard Races, Long Beach.
  - 4-5-6—Livermore Rodeo, Livermore.
  - 4 or 7—Ersa of the Red Trees, Sequoia National Park.
  - 4-6—Frontier Day Celebration and Rodeo, Willits.
  - 4-6—Pacific Coast Outboard Motor Boat Championship, Lucerne.
  - 6-29—Pilgrimage Play, Hollywood.
  - 7-Aug. 27—Symphonies Under the Stars, Hollywood.
  - 18—Potato Carnival, Shafter.
  - 18—13th Annual Tournament of Lights, Newport-Balbao.
  - 20-24—California Rodeo, Salinas.
  - 24-25—Coronado Horse Show, San Diego.
  - 29-Sept. 2—Midsummer Nights Symphonies, San Diego.
  - 31-Aug. 2—Midsummer Golf Tournament, Del Monte.
  - \*—Concerts, Woodland Theater, San Mateo.
  - \*—Russian River Pageant and Festival, Healdsburg.
  - \*—Water Carnival, Redding.
  - \*—Dedication of Lassen National Park, Red Bluff, Redding, Susanville, Quincy.
- July and August—Southern California Art Salon, San Diego.

**August**

- 1-8—National Horse Show, Palo Alto.
- 1-Sept. 9—Whiskerino Contest, Upland.
- 2—Mark Twain Day—Mono Lake.
- 13-14-15—International Fiesta of the Seas, Long Beach.
- 5-9—Trapshoot, Grand International Handicap, Del Monte.
- 15-16—Long-Distance Swimming Championship, Hermosa Beach.
- 15-16-17—Redwood Rodeo, Fortuna.
- 20—Harbor Day—San Francisco.
- 21-23—Flower Show, Los Altos.
- 22-29—Historical Play, "Heart's Desire," San Diego.
- 23-30—El Cabrillo Festival, Redondo Beach.
- 24-30—San Joaquin County Fair and Horse Show, Stockton.
- 3rd week—Harbor Festival Week, San Francisco.
- 27-29—Old Spanish Days Fiesta, Santa Barbara.
- 28-31—Humboldt County Fair, Ferndale.
- 31—Legion Parade, Long Beach.
- 31-Sept. 1-2—Motor Boat Regatta, Lakeport.
- \*—Irrigation Pageant, Modesto.

\* Indicates that the precise date has not yet been fixed.



San Francisco's Oriental quarter is world-famous for its exotic shops, gorgeous restaurants, bazaars, shrines and temples.

- \*—Annual Gravenstein Apple Show, Sebastopol.
- \*—Napa County Agriculture Fair and Pageant, Napa.
- \*—Fall Flower Show, Napa.
- \*—Santa Barbara County Fair, Santa Maria.
- \*—Annual Dahlia-Gladiola Show, San Francisco.
- \*—Concerts, Woodland Theater, San Mateo.
- \*—Spreckels Cup Golf Tournament, Coronado.
- \*—Egg Festival, Petaluma.
- \*—Russian River Fete, Guerneville.
- \*—Turlock Melon Festival, Turlock.

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## Los Angeles N. E. A. Program

**June 27 to July 3**

**A**LTHOUGH the complete program of the N. E. A. meeting will not be ready until June, some of the major events are given here. General sessions are held in the Shrine Auditorium. Other principal meetings are held at Bovard Hall of the University of Southern California and Polytechnic High School.

**Friday, June 26**

2 p. m. National Council of Education.

**Saturday, June 27**

9 a. m. National Council of Education.

2 p. m. National Council of Education.

2 p. m. Opening of Exhibit hall, Shrine Auditorium.

8 p. m. General Session. Theme: Integration of all Education.

**Sunday, June 28**

4 p. m. Vesper.

8 p. m. General Session.

**Monday, June 29**

7 a. m. California Breakfast, Hotel Ambassador.

9:00 a. m. General Session. Theme: Youth Views Education.

12 m. Meeting of Delegates by States.

1:45 p. m. Department and allied organization meetings.

5:30 p. m. Life Membership Dinner.

8 p. m. General Session. Theme: Enrichment of Life.

9:30 p. m. Reception to President.

**Tuesday, June 30**

9 a. m. First Representative Assembly.

9 a. m. General Session A. Joint meeting with Department of Classroom Teachers. Theme: Relation of Education and Business.

9 a. m. General Session B. Joint meeting with Department of Business Education. Theme: Relation of Education and Business.

1:45 p. m. Department and Allied Organization Meetings.

8 p. m. General Session. Theme: Relation of Education and Business.

**Wednesday, July 1**

9 a. m. Second Representative Assembly.

9 a. m. General Session A. Joint meeting



*Shrine Civic Auditorium, where N. E. A. General Sessions will be held*



with Department of Elementary School Principals. Theme: The Principal—Relationships.

9 a. m. General Session B. Joint meeting with Department of Superintendence. Theme: The White House conference on Child Health and Protection.

1:45 p. m. Department and allied organization meetings.

8 p. m. "The Mission Play" Hollywood Bowl.

#### Thursday, July 2

9 a. m. Third Representative Assembly.

9 a. m. General Session A. Rural Education Conference (School People). Theme: The Next Ten Years in Rural Schools.

9 a. m. General Session B. Theme: Education and Auxiliary Agencies.

1:45 p. m. Rural Education Conference (outside agencies). Theme: The Next Ten Years in Rural Life.

1:45 p. m. Department and allied organization meetings.

8 p. m. General Session. Theme: How the Work of National Agencies Can be Co-ordinated to Serve the Rural Child.

#### Friday, July 3

9 a. m. Fourth and Final Representative Assembly.

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## ATTENTION---N. E. A. CONVENTION VISITORS!

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## California Teachers Association

### Board of Directors Meeting

April 10, 1931

**B**OARD of Directors, California Teachers Association, met in regular session at the Hotel Sir Francis Drake, San Francisco, Friday evening, April 10 at 7:30 p. m.

The meeting was called to order by President Gwinn, the following members being present:

Robert L. Bird	Mrs. Eugenia West Jones
George C. Bush	David E. Martin
E. I. Cook	Paul E. Stewart
Clarence W. Edwards	State Executive Secretary Roy W. Cloud.
Roy Good	
J. M. Gwinn	

Also present were Dr. E. H. Staffebach, director of research, Vaughan MacCaughey, editor, Robert W. Spangler, advertising manager of the Sierra Educational News, Mary A. Ball, assistant secretary, and Earl G. Gridley, director of the placement division and secretary of the Bay Section, California Teachers Association.

Mr. Stewart moved, and Mr. Bush seconded, that the minutes of the last meeting as sent to the members of the Board be approved. The motion was carried.

The Secretary then presented his statement showing the financial condition of the organization as of date of March 31.

Mrs. Jones moved, Mr. Edwards seconded, and the motion was carried that the report be accepted and placed on file.

The membership statement and the advertising report were presented and ordered placed on file.

The Secretary read letters from S. W. Robertson, Melville Dozier and William H. De Bell, newly-elected honorary life members, expressing appreciation for their election to life membership.

The next order of business was a discussion of committee work for the coming year. President Gwinn stated that since this board of directors ended its work on the following day, whatever discussion which might take place at this meeting should serve only as a guide to the incoming board of directors in their selection of committees for the ensuing year.

He stated in substance that the association had been criticised for maintaining a selfish attitude with respect to its work during the past year owing to the fact that as an association we were endeavoring to secure revision of tenure, a satisfactory retirement law, leave-of-absence, twelve-months-pay, and other things which were primarily of benefit to the teacher but he pointed out that such activities, while benefiting the teacher, were in their intent and ultimate end, of direct benefit to the children of the state, and so could not be counted as selfish.

He felt that as an association, while we should

continue our program along these lines, we also should broaden our committee activities to include work which is first and foremost of benefit to the children.

He pointed out that with the changing of occupations adult education is a matter which commands our deep and careful study.

**I**N order that a full discussion of the kind and scope of committees might be had, President Gwinn then called upon the members of the Board of Directors to express their views with respect to future work for the Association.

The president called first upon Mrs. Jones. She responded, first, that teachers should give more attention to the little child who is mentally deficient and, second, that we should have a committee on new books, giving the latest educational practices from which committees could make concise reports at the different meetings so that the teachers could keep professionally abreast of the times.

Mr. Bush stated that the time had come for us to again consider character education. He believed that we should devote time and study to progressive education and that a committee on professional reading for teachers might be of value.

Mr. Edwards stated that it was his great desire that something more be done definitely for the advancement of the rural child of the state. He felt that that phase of school work was one of the greatest weaknesses of the school system of California.

He believed that the particular problem in rural education which should be stressed is that of the handicapped child. He pointed out that the larger cities are able financially and also because of their limited area to care, in a measure, for handicapped children but that legislation should be projected which would give an opportunity of education to the handicapped rural child.

#### Curriculum Improvement Is Needed

Mr. Bird stated that all the suggestions given so far were good and timely and he gave them all his hearty endorsement. He felt that in addition there should be developed in the sections, as well as throughout the state, a committee on curriculum and curriculum revision.

Mr. Martin said that he was heartily in sympathy with the need of the rural field. He stated that one of the biggest things which the California Teachers Association might well study is the increasing problem of the itinerant child.

Mr. Gwinn then made the suggestion that "The school people of the state are just as in-



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#### Economies Are Desirable

Mr. Bush suggested that we might have a committee on economies in education.

The President then asked Mr. Good for his ideas on future work of the Association. Mr. Good stated that he wished to emphasize the point made on economy as one of the great needs for study.

Second, he wished to emphasize the study of different units of administration as one of the major issues of the California Teachers Association.

Mr. Good's third suggestion was that something should be done for the delinquent child. He believed that departments in the school system itself should be set up to take care of the delinquent child rather than to force the child into the juvenile court or in the hands of the police. He believed that it is the function of the educators to take care of the delinquent child.

His last point was that there should begin to be some method of selection practiced by teachers colleges and universities as to the quality rather than the quantity of the students who are to go into teaching.

**M**R. STEWART stated that all of the suggestions given met with his hearty approval. He wished to add the suggestion that curriculum studies should look towards doing away with maladjustment and, second, that we ought to look toward the time when we could do away with attendance officers. He stated that the attendance work done in his city by the principal, the superintendent and the teachers, brought about an effective contact with the home, the parent and forces outside of the school.

His third suggestion was that the educational forces should work to bring about a closer contact with business and with the trades people, and that there are three kinds of people to be considered in our public school system; the people who have children, the people who have

property and no children, and the teachers who are working for these two groups.

The President then called on Mr. Cook. Mr. Cook said that the major consideration was to get Retirement and Tenure off of our hands.

Beyond that the first thing of importance he wished to suggest was that more attention should be devoted to providing money for the elementary schools. He felt that up to the present time the secondary schools and the junior colleges were able to secure money more easily than were the elementary schools and that a greater expenditure of money could be used in the lower grades.

The second suggestion he had to make was in the matter of teacher training. He believed that although we still have to have specialists, there was a great need for the well-trained "general practitioner." He also felt that in teacher training, teachers ought to be given direction in the matter of health, that is, what health problems to look for in children so that the deafened child or the child whose vision was impaired would not have to struggle along, year after year, until such defects were discovered and remedied.

#### More Professional Reading

He agreed with the other members of the Board, who had discussed professional reading, and said that he felt that something along this line could well be carried out in the future.

He further felt, with all due respect to the discussion of teacher load, that in the matter of curriculum building it might be perhaps wiser for specialists to build the curriculum rather than take the teacher from her regular class work to study this problem so that after a curriculum had been suggested by specialists teachers could study it with respect to their particular needs. He felt that such a course would be of less cost to the child.

All of the Board of Directors having expressed themselves upon the subject of future work for the Association, the President then called upon the heads of the various divisions of the California Teachers Association for an expression.

**D**R. STAFFELBACH stated that he felt that the largest piece of work which could be continued was the present study of the Administrative Unit. He felt that the second phase of work which was of great importance to the schools of the state was the furthering of the Equalization program.

He stated that the Research Committee of the California Teachers Association is organiz-



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ing in such a way as to form a clearing house for the various research activities conducted throughout the state; not only by teachers associations but by school districts and cities and that these studies would be available through the efforts of this committee and the Sierra Educational News to the whole teaching body of the state.

He felt that a further vital problem was the need of articulation between the different types of schools. He also felt that curriculum always is an important thing.

He stated that in his mind the property tax is the most iniquitous thing in our government. Property is bearing a greater burden than it can afford to bear. He felt that we, as teachers, owe it to the state to work toward the correction of this evil.

Mr. MacCaughey spoke briefly of the work of the Sierra Educational News.

Mr. Gwinn then asked Mr. Cloud for his expression.

Mr. Cloud stated that the thought he would like to bring to the attention of the Board had been suggested to him by the talks he had had with various people concerning Tenure. He believed it should be our business as the California Teachers Association to try, within the teaching personnel, to keep our house clean just as the State Bar Association does in governing the members of its Association: when a member is guilty of unethical or unprofessional practice that member should be dropped from the roll of the Association.

#### Purge the Profession

He believed that within each section of the California Teachers Association there could be available a proper committee elected by the teachers themselves. This committee would act as a body to hear cases of unprofessional conduct and a teacher whose acts were not in accord with the high ideals of the profession would be heard before a committee of his own people.

In addition to these section committees, he felt that the establishment of a state committee, as a sort of court of last appeal, might be helpful where a teacher who had been heard by one of the section committees could appeal to the

state committee. He further felt that the membership in the Association should be made so valuable to the members of the profession because of the things for which it stood that no greater punishment could be given to a teacher than to be dropped from the roll of the Association.

Mr. Gwinn said that the suggestion that we clear our own household would be a good line of activity. He stated that more care should be exercised in the issuance of credentials as well.

Mr. Gridley, on being called upon by the President, stated that he felt that character education was a great need.

#### Sometimes We Are Tiresome

Mr. Gwinn then called on Mr. Spangler, who stated that he wished, as his contribution, to give the Board one sentence which had come to him in a recent letter.

*His sentence was: "I am one of those people who like individual teachers, especially the ones who teach my own youngsters, but find them a trifle tiresome in their own class-consciousness."*

**P**RESIDENT GWINN then stated that he felt sure that all of the suggestions given would be used as a guide by the new Board in selecting committees for the ensuing year.

After a discussion of Tenure and the situation with regard to the Association's Tenure Bill now before the State Legislature, it was the desire of the majority of the members of the Board to keep the average daily attendance figure as low as possible.

The Secretary presented a request from A. C. Olney asking for funds with which to further present legislation for junior colleges.

After a discussion of the legislative situation and of the action taken by the Legislative Committee of the California Teachers Association at its meeting that day, Mr. Stewart moved that a sum of \$300.00 be given to a committee of the C. T. A. for furthering such legislation.

Mr. Bush seconded the motion and it was carried.

The President appointed A. C. Olney as Chairman of such committee, E. I. Cook as

---

**E**IGHTEENTH RECREATION CONGRESS is to be held in the Royal York Hotel in Toronto, Canada, October 5-9, 1931. A large group of prominent Canadians in co-operation with the National Recreation Association, which has its headquarters in New York City, will sponsor the gathering. The Right Honorable Richard B. Bennett, Premier of Canada, has consented to be honorary chairman of the Conference.



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a representative of the Board of Directors and C. S. Morris.

**T**HE Secretary then thanked the Board for the many courtesies which they had extended to him to help in the work and expressed his sincerest appreciation for their thoughtfulness.

Mr. Gwinn then thanked the Secretary for the work which he had done.

No further business appearing the meeting adjourned.

Roy W. Cloud,  
Secretary

### Board of Directors Meeting

April 11, 1931

**M**EETING of the Board of Directors, elected at the time of special order of business of the California Council of Education on Saturday, April 11, was called to order at 4 o'clock by the State Executive Secretary, the following members being present:

Robert L. Bird	Roy Good
George C. Bush	J. M. Gwinn
E. I. Cook	Mrs. Eugenia West Jones
Clarence W. Edwards	Paul E. Stewart
Willard E. Givens, who succeeded David E. Martin	State Executive Secretary Roy W. Cloud



David E. Martin, Alameda County Superintendent of Schools, and retiring member of C. T. A. Board of Directors

On motion of Mr. Stewart, seconded by Mr. Bird, which motion was unanimously carried, Dr. Joseph Marr Gwinn was re-elected President for the following year.

Mr. Gwinn then assumed the chair and thanked the members for the honor which they had conferred upon him and expressed the desire to be of continuous service to the organization. He then called for nominations for vice-president.

Mr. Bush nominated Paul E. Stewart of Santa Barbara as vice-president. This motion was seconded by Mr. Edwards.

E. I. Cook moved, and Willard E. Givens seconded the motion, that the nominations be closed and the Secretary instructed to cast a unanimous vote.

Mr. Gwinn put the motion which was carried. Whereupon the Secretary cast the unanimous vote of the Association for Mr. Stewart as Vice-President.

The nomination for the State Executive Secretary for a four-year term being before the meeting, the Secretary withdrew and upon returning to the room was informed that he had been re-elected for a period of four years, and that he had also been elected as Treasurer of the organization for the ensuing year.

This action conforms to the by-laws of the organization which require the election of a State Executive Secretary on a four-year term, the Treasurer on an annual term.

On motion of Mr. Givens, seconded by Mr. Good, it was ordered that no change be made in the Retirement Bill and that the passage or



W. E. Givens, Oakland City Superintendent of Schools, and newly elected member of C. T. A. Board of Directors



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rejection of the same should be dependent upon its present wording.

Mrs. Jones asked that any future Tenure Committee be composed more largely of classroom teachers than is at present shown by the personnel of the State Council Tenure Committee.

Mr. Gwinn stressed the fact that we are all teachers but agreed that he would have such procedure in mind when committees are made.

He then appointed Paul Stewart, Willard Givens and the President as a committee on committees and directed the Secretary to send a list of the requests for committee appointments to the three members.

He also instructed the Secretary to ascertain the name of the Chairman of their Textbook Committee from the Superintendents Association, the High School Principals Association, the Elementary Principals Association, the Vocational Teachers Association and the Kindergarten Primary Association.

On motion of Mr. Good, seconded by Mr. Cook, the next meeting of the Board of Directors was set for June 13, 1931, at 9:30 a.m. at headquarters office, 155 Sansome Street, San Francisco.

Upon request for information concerning the

same, President Gwinn appointed the President and Vice-President as the Auditing Committee for the ensuing year.

No further business appearing, the meeting was adjourned.

Roy W. CLOUD  
Secretary

\* \* \*

**Mrs. Agnes Weber Meade**, Yuba County Superintendent of Schools, reports several interesting recent meetings of Yuba County teachers. Ella B. Rawlings, posture expert, State Department of Public Health, gave a most interesting talk on the value of the development of correct habits in posture in order to develop a sound body.

She demonstrated with a group of children from the local school. She tried to impress upon the children as well as her audience the very vital point, that the child must think in terms of what is right and he must actually **feel** what is right in order that he may develop correct habits in posture.

"Work through the interest of the child. Have him feel posture consciousness. The child must (1) relax, (2) control his muscles in order to perform an activity successfully".

At a meeting of the county teachers association the following were elected as officers: **Mrs. Gertrude Cable**, principal of New England union elementary school as president; **Pedro Osuna**, Yuba County Junior College, vice-president; and **Mrs. Katherine McQuaid**, rural supervisor, secretary-treasurer.

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Further information can be obtained from

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## Character Training

GLADYS B. GRABILL, *Van Ness Avenue School*  
*Los Angeles*

**H**AVE you admired and loved great characters? Have you longed to teach the development of **character** in so vital a way that the children themselves would recognize and rejoice in their progress and so continue their growth indefinitely?

Everyone is agreed that happiness or harmony, character or perfection, is the ultimate desire of humanity.

Why should the educator struggle on through eternity teaching "the three R's" as the **fundamentals** in public school education?

*Why not make character training the fundamental of education and the three R's as resultant and useful tools, thus reversing the custom?*

Educators who have seen the dire need of some radical change, **from** the hate and force of the past to understanding, have turned to various concrete methods.

Feeling keenly the need for some method presenting character training in a way so practical that its fundamentals and their application in daily living would be as definite as the time-honored "three R's", we rejoiced to find a booklet\* which met these requirements.

This booklet presents such character traits as,—reliability, obedience, judgment, punctuality, initiative, personal habits, industry, social attitudes, self-control, thrift; and under each gives concrete applications to life.

For example, let us consider **judgment**; among the specific illustrations under this head is:

"I must be sensible on the playground." One day a boy accidentally hit another, who immediately retaliated. When the class was questioned as to what trait this would come under, a little girl of eight piped up, "That was poor judgment".

When a report-card grade of "yes" or "no" on **obedience** was required, it seemed too arbitrary to be fair. Hence, after thorough discussion with the children, it was suggested that to economize on time and effect a fairer grading, each offender should be given a slip, upon which to record his infraction and the traits he needed to strengthen. Each child then made a graph, listing the character traits and showing the daily record of his response. The graph was

\* Sixth Yearbook Department of Elementary School Principals; N. E. A. Journal, November 1928; Character Education Brochure, F. E. Compton and Company, Chicago, Publishers of Comptons Pictured Encyclopedia.

signed by the parents and enlisted their intelligent co-operation in the training.

In "An Experiment in Character Training," Mrs. Agness M. Boyser has related character-training to report cards. This article\* is the illuminating ray that vitalizes her booklet "A Key to Success," to which we have referred.

Such character-education should supply a remedy for juvenile crime. It teaches the child to diagnose and correct his own case. It is in accord with the most advanced ideas of self-expression, self-government, and child-centered activity.

\*\*\*

## A Californian in Germany

**M**RS. BIRDEENA L. GOWAN, teacher of English in the High School of Commerce, who was invited in September, 1929, by the Prussian Ministry of Education to lecture on American life, literature and schools in the high schools and universities of Germany, has returned after a highly successful year.

This is the first time that an American teacher has been so summoned by the German Ministry.



Mrs. Birdeena L. Gowan

So successful was Mrs. Gowan in this work that the Ministry conferred the highest school title upon her and placed her directly in the German school system, an honor never before tendered a foreign teacher.—*San Francisco Public Schools Bulletin*.





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## Secondary School Principals Convention

**B**EST feature of an unusually successful and fruitful convention was the series of well-planned and directed group conferences", declares a California junior college president, in commenting upon the recent convention at Santa Cruz, March 30 to April 2.

Convention headquarters were Casa del Rey Hotel. The conferences, general sessions, and exhibits, were in Santa Cruz High School. Meetings held with the convention (but not officially called by the State Board of Education) were the regular spring meeting of Association of California Secondary School Principals; conference of Western Association of Colleges and Secondary Schools; annual meeting of California Federation of Junior Colleges; annual business meeting of California Society of Secondary Education; conference of State Deans Association; and co-operative sessions of California Congress of Parents and Teachers.

Vierling Kersey, State Superintendent, who directed the convention, declared that the enrichment of personality becomes the basic process in secondary education. To this end, a world rich in all kinds of physical and social stimulations, taken from actual living experience, is necessary for the educational development of the individual.

### The Elementary Schools Must Be Helped

Dr. Joseph Marr Gwinn, president of the California Teachers Association, in his greeting to the convention stated:

*"The field of secondary education is dependent upon the field of elementary education as well as upon the field of university education. No one of these fields can be rich and fruitful apart from the other fields. The whole program of education is so related that each must be for all and all for each."*

Mrs. W. A. Price, president of the California Congress of Parents and Teachers in her greetings stated: "The weaving of moral fiber into every phase of our living is our most urgent duty, and every parent and teacher must be made aware of the responsibility of the home as well as the schools and the legislature of

bringing about this desideratum. We believe that our program of adult and parent education, if kept upon a practical and common-sense basis, will have a far-reaching effect, and we ask that our efforts in this direction receive your consideration and co-operation."

The reception committee comprised Mr. and Mrs. C. Ray Holbrook, Mr. and Mrs. Walter E. Elmer, Mr. and Mrs. Thomas S. MacQuiddy, Mr. and Mrs. Paul M. Levy, Mrs. Jean A. Sanderson, Mr. and Mrs. H. R. Judah, Mrs. Karl F. Adams, Miss Edna Young, Mr. and Mrs. Harry J. Bias, Mayor and Mrs. Fred Swanton, Mr. and Mrs. Lester H. Wessendorf, Mr. and Mrs. Fred McPherson, Mr. and Mrs. F. W. Atkinson.

The chairmen of the other committees were Principal **W. E. Elmer**, Arrangements; **Ethel Percy Andrus**, Los Angeles, Resolutions; **Walter E. Morgan**, Sacramento, Legislative; **H. M. Rebok**, Berkeley, Proceedings; **George C. Thompson**, Alameda, Nominating; **Charles E. Rugh**, University of California, Education Relations and Professional Ethics.

### Why the Conferences Were Successful

The characteristics of a successful conference, according to Dr. Nicholas Ricciardi, Chief of the Division of City Secondary Schools, are: "1. Sincerity and truthfulness of purpose is evident in the discussion of each problem; 2. Full consideration is given to all opinions expressed by any member of the group in so far as they specifically bear upon the question; 3. Every member of the group actively participates in the discussion; 4. The leader does not serve as an authority or make decisions for the group; he merely guides the discussion with minimum deviation from the specific problem which is being considered; 5. The leader does not attempt to impress his opinions upon members of the group; 6. Every group conclusion is tested in terms of these questions: a. Is it in terms of valid supporting facts?; b. Is it just and workable?; c. Does it promote group welfare?"

Santa Cruz weather was perfect; hospitality was generous; and the program moved forward with precision and ease to a happy completion. The customary college dinners, several group luncheons and other social affairs gave the convention a happy framework of good cheer.

---

**M**EMBERS of the California Teachers Association who are interested in placement are cordially invited to communicate with the placement offices in Los Angeles (F. L. Thurston, manager) and Berkeley (E. G. Gridley, manager).

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## Book Notes

LAURA B. EVERETT, *Teacher of English*  
*Technical High School, Oakland*

ALL'S grist that comes to our mill", newspaper clippings, pamphlets, and books, but in our certitude of the value in much of the unattractive material, we must not neglect the attraction of beauty in such volumes as Charles J. Finger's "Heroes of Hakluyt".

The cover design, end-pieces, and other illustrations by Honore will catch the boy who has not known that books can be beautiful.

Those who want a restful story—restful at the beginning—with its wide - shaded streets, its single street-car drawn by the temperamental mule, Arabella, and its friendly driver, Johnny Crutchfield—will read "Johnny Reb" by Marie Conway Oemler (The Century Company).

It is good news to those who have been lucky enough to read "The Golden Age." by Kenneth Grahame and laugh over it, that a new, gold-jacketed edition, with humorous end-pieces and dozens of illustrations by Ernest H. Shepard has been put out by Dodd, Mead and Company. It is exactly the thing to give to that friend just out of the hospital or still there, a picture of childhood, charmingly told from a grown person's point-of-view.

Those who have sharpened their wits on S. S. Van Dine may well exercise their faculty for finding the explanation, well hidden though it may be, Anna Hempstead Branch's new book "Sonnets from a Lock Box". The author is ranked by Edwin Markham as one of the great living poets. "What Is It That You See, My Lord?" is a brief drama, suggestive in plot of Macbeth, its dramatic possibilities cleverly concealed in the long lines of the verse.

\* \* \*

## Art of Directing Plays

ELDRIDGE Entertainment House, Denver, Colorado, has recently brought out a most valuable book, of 125 pages, on the "Art of Directing Plays", by D. C. Ashton, of the University of Georgia. Price \$1.50.



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## Appreciation of California Wild Flowers

**L**AURENCE E. CHENOWETH, Superintendent of Bakersfield Schools, has sent us a highly commendable 7-page mimeograph outline entitled "Appreciation and Preservation of Wild Flowers" and prepared by a committee of the Lincoln School there,—James Tinkle, chairman; Mrs. Anna Otis, Mrs. M. Tollan Pinkston, Isabel Walden, Illene Dennen.

The committee states: "In order to give the pupils in grammar schools a better understanding of, and appreciation of wild flowers, a committee from the Lincoln School suggests this short course-of-study. We believe that appreciation and preservation of wild flowers is necessary to restore and preserve one of California's beautiful attractions.

"The suggestion is made that pupils of each grade learn to recognize five of our native flowers. Therefore, we have compiled a brief outline for this course and submit with it a suggested list of flowers for each grade."

Our space limitations do not permit reproduction in full of this valuable bulletin. The following excerpts are of special interest.

Some of the early writers of California, such as Helen Hunt Jackson, Joaquin Miller, Bret Harte, Robert Louis Stevenson, and John Muir, also several of the more recent writers, have mentioned the great profusion of wild flowers in California of earlier days.

### Gorgeous Floral Tapestries

Some of the pioneers who are still living verify the fact that in the early days, before California became so thickly settled, there was an unbelievable number and variety of wild flowers throughout the length and breadth of the state.

Cattlemen say that, even as late as thirty or forty years ago, the common alfilerilla or flaree grew waist high on thousands of acres of grazing land. We know from the description of a certain scene in the play, "Ramona" by Helen Hunt Jackson, that the beautiful wild mustard (pest though it was considered) grew in profusion, and as high as a man's head.

It is said that our region received the name of "The Golden West" partly from the fact that in early times vast stretches of country were so completely covered, in springtime, by the yellow and orange poppies that it indeed looked like a "land of gold."

The following is a description of the poppy

fields, copied from the National Geographic Magazine of May, 1927:

"Magic carpets of gold are flung far and wide over hillside and valley as the California poppy comes into bloom. At the height of its glory in the spring, when the winter rains have been seasonable and sufficient, the blossoms may cover many square miles so thickly as to be visible at great distances. One poppy bed, twenty miles long by ten wide, has been seen as a sheet of yellow from a peak forty miles away. Another, composed entirely of the orange-red variety, was of such brilliant hue and so thickly sown as to look from afar like the bare red earth of a great Permian exposure."

### Ruthless Extermination Everywhere

At the present time there are remaining only a very few spots in California where the wild flowers grow in the abundance approaching that of former years. These natural flower gardens are visited by thousands of people from all parts of the West, and even beyond.

Since our own Kern County, following a season of plentiful rains, is one of these few, fast-disappearing beauty spots of the world, it behooves all of us to do everything in our power to aid the wild flowers in their last stand and save them for the enjoyment of future generations of nature lovers.

The need of conservation of wild flowers should be brought out frequently in the spring nature-study classes. The children from kindergarten to high school age should have it firmly impressed upon them that flowers should never be . . . pulled up by the roots, unnecessarily trampled, nor in any other way wasted or mutilated.

### Wild Flowers

Grade 1B—poppy; bird's eye; flaree; sunshine; fiddle-neck.

Grade 1A—lupine; popcorn or forget-me-not; ground primrose, dandelion, brodiaea or grass-nuts.

Grade 2B—shepherd's purse or pepper-grass; owl's clover; loco-weed; sun-cups; evening snow.

Grade 2A—baby-blue-eyes; phacelia; milk-weed; ground-pink; cream-cups.

Grade 3B—sage thistle; golden-star; pin-cushion; baby's-breath; tidy-tips.

Grade 3A—gilea; brass-buttons; Chinese houses (collinsia); milk-weed; farewell to spring.

Grade 4B—monkey-flower; harvest brodiaea; buttercup; evening-primrose; sand verbena.

Grade 4A—penstemon; wall-flower; bladder-pod; shooting-star; flaming poppy.

Grade 5B—Johnny-jump-up; wild onion and garlic; larkspur; scarlet bugler; golden girls.

Grade 5A—morning-glory; thistle poppy; pink fairies; wild sweet-peas; Turkish rugging.

Grade 6B—Arizona steptanthus; mints; spotted nemophila; lantern-of-the-fairies; four o'clock.

Grade 6A—daintiness; Chinese pusley; blazing star; mentzella; golden-rod.

Grade 7B—miner's lettuce; California saxifrage; flowering grass; wild heliotrope; Indian paint brush.

Grade 7A—Mariposa tulip; phlox; Indian cabbage; deer-brush and weed; clovers.

Grade 8B—Jimson weed; gourds; yerba mansa; wild lilac; tar-weed.

Grade 8A—columbine; azalea; Sanicula or purple sanicle; morning-bride; wild yellow pansy.

**Additional:**—night-shade; sunflower; pussy's ears; hen-and-chickens; wild chrysanthemum; polecat plant (gilia); yucca; wild aster; puncture grass (bull's horn); wild tobacco; burdock; wild parsley; wild carrot; wild celery; wild gooseberry; wild currant; blue-eyed grass; hollyhock (wild); honey-suckle; malva; musk plant; wild buckwheat; buck-eye (horse chestnut); slippery elm; manzanita; sumac; toyon (California holly); wild mustard.

\* \* \*

## I Thank You

**O** LGA A. KUETER, teacher in the Casa Blanca School, Riverside, has asked us to reprint the following message which appeared originally in the *Minnesota Journal of Education*, December, 1930.

I thank you for lending me your little child today.

All the years of love and care and training, which you have given him, have stood him in good stead in his work and in his play.

I send him home to you tonight, I hope a little stronger, a little taller, a little freer, a little nearer his goal.

Lend him to me again tomorrow I pray you.

In my care of him I shall show my gratitude.

—Written by an American School Teacher.

## What to Wear When Traveling

**I**N 1902 great excitement prevailed in the bustling young city of Los Angeles. A "skyscraper" was completed at the corner of Fourth and South Spring streets. This building, of twelve stories, was what is now known as the California Reserve Building. It was at that time the tallest building in the city.

One of the first tenants, D. F. Robertson, established his travel bureau there and for 28 years has been in the same location. During this time he has made eight trips around the world, 27 trips across the Pacific, and 112 trips across the Atlantic. This summer he is going on another trip around the world—just to keep in practice.

Mrs. Robertson also has a record nearly equal to that of her much-traveled husband. She has been on board ship enough to be an authority on the most important question that travelers ask—"What shall we wear?"

Mrs. Robertson answers this question, for the information of readers of *Sierra Educational News*, as follows:

"Women find that for wear on deck during the day, the summer sport clothes or frocks of voile, linen, or other light materials are most comfortable and altogether suitable. One or two simple afternoon or dinner frocks of chiffon, georgette, organdie, or voile answer the dress-up needs. Perhaps one more 'dressy' gown for special festivities on board ship, or on shore at the various ports-of-call, can be taken to complete the dress picture.

"It occasionally happens that even in the tropics, cool evenings are encountered. For these a wrap or coat should be taken which will provide the needed warmth, and yet accord with the general nature of summer rainment. A sport hat, beret, or bandeau may be worn in daytime or evenings.

"It is also well to provide for changes in weather, to take a top-coat or rain-coat, umbrella, and extra pair of shoes."

**A** NNUAL Convention of the California Congress of Parents and Teachers will be held in the Civic Auditorium, San Francisco, May 25 to 29. The general theme of the convention is "New Goals in the Understanding of Children." Among the speakers are,—Vierling Kersey, Mrs. Hugh Bradford, President of the National Congress of Parents and Teachers, Marietta Johnson of the School of Organic Education, Fairhope, Alabama, Eliot G. Mears and John Almack of Stanford.

Classes are held each morning in parent education and afternoon conferences on organization procedure. The convention opens the evening of May 25 with a banquet at the Fairmont Hotel. State Superintendent Kersey has authorized the recommendation that city and county boards of education release a reasonable number of teachers and principals to attend the convention.

## Yosemite School of Natural History

C. EDWARD GRAVES, Librarian  
Humboldt State College, Arcata

ON June 22 begins the 7th annual session of the Yosemite School of Field Natural History. This is one of America's most interesting and successful experiments in outdoor education. It is an outgrowth of the nature-guide work started in Yosemite in 1920 by Dr. Harold C. Bryant (then of the University of California and the California Fish and Game Commission), now assistant director of the National Park Service in charge of all educational work.

Starting as a one-man activity in Yosemite in that year, the work has spread to all of the national parks, until now there is a corps of nearly 100 paid and volunteer employees in the educational service, many of them on an all-year basis.

*Public approval of the work has been so great that the Director of the National Park Service has made provision in his budget for the employment of full-time park naturalists with graduate university work to their credit in all of the parks in the system.*

Thus the Park Service is committed to the policy not merely to attracting visitors to the parks and entertaining them while there but also of giving them free instruction in the natural history of the region.

With the rapid growth of the nature guide work, it became evident to Dr. Bryant that there was a need for more trained assistants, people with the peculiar type of training that the work called for. The Yosemite School of Field Natural History was established in 1925 primarily to supply this demand.

The purpose is "to train students to study and interpret living nature, that they may better enjoy life and also lead others to similar profit

and enjoyment, thus making an educational contribution to the conservation of natural resources. The training is designed to make students both nature minded and nature wise. The course is not a university summer session course given in Yosemite, but a distinct sup-

plementary field training of a type usually omitted in biology courses."

The headquarters of the work is at the Yosemite Museum. The National Park Service furnishes free camping space for all students in one of the government camps. On account of limited educational facilities only twenty students are accepted each year, ten men and ten women. The only educational requirements for registration are at least two years of college work or an equivalent and a fitness for the work.

The plan of study calls for a field trip each morning on the valley floor, followed by lectures and laboratory work in the afternoon. On the week-ends there are longer trips to the valley rim. Dr. Bryant personally directs the work and gives as many of the lectures and leads as many of the field trips as his time permits. He is assisted by C. A. Harwell, Park Naturalist, himself a graduate of the school.

The regular session lasts for six weeks and is followed by an eight-day hiking trip through the High Sierra. By making use of the system of trail camps established throughout the mountains, students need not carry any food or bedding on this trip and are free to enjoy the attractions of the mountains with a light pack.

The highest point reached on the trip is the top of Mt. Dana, 13,050 feet above sea-level. Thus the students have the opportunity of studying all the different life-zones from the Upper Sonoran, as represented at El Portal near the park entrance, to the Arctic-Alpine above timberline.

On this trip interesting contacts



An out-door class in field natural history



C. A. Harwell  
Yosemite Park Naturalist



H. C. Bryant  
Founder of the Yosemite School



are frequently made with visiting scientists. Last summer while in camp at Boothe Lake (elevation 10,000 feet) the class had the pleasure of entertaining at the evening camp-fire Dr. E. A. Cloos, a geologist from the University of Bonn, Germany, and a world authority on the structure of granite rocks. Dr. Cloos had made the trip from Germany especially to study the granite rocks of the California Sierra.

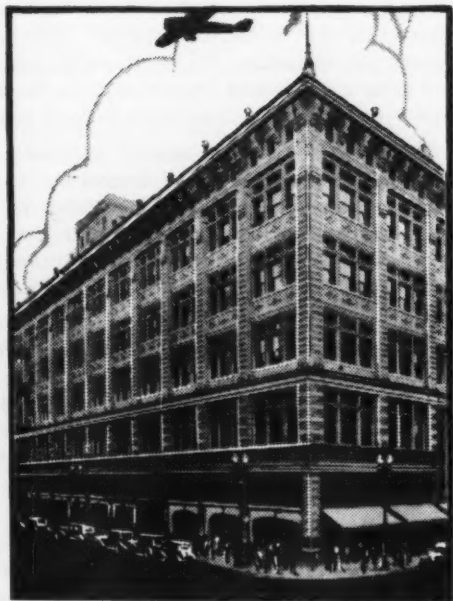
On the following day he accompanied the class on the trip to Maclure Glacier and delighted the students with his explanations of the geologic structure of the mountains along the trail. Opportunities of this kind seldom fall to the lot of the ordinary visitor to the mountains.



*A camp-fire session of California's most interesting school of the open-air*

Those who have been fortunate enough to make the contacts afforded by this unique government summer school leave at the end of the session with a better appreciation of the true significance of our mountain wonderlands.

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## A Course in Social Arts

KATE CRANON, *Benjamin Franklin High School*  
*Los Angeles*

**M**ANNERS", some one has pointed out, "are minor morals," but in their effect on life they often take on major importance. The number of times when boys and girls will be called upon to make momentous moral decisions will be comparatively few.

All of them will have frequent opportunities to exercise those minor morals which we call courtesy, kindness, thoughtfulness for others, self-control, and self-reliance.

And who will argue that skill in the performance of these amenities does not compare favorably in importance with some of those other things we teach, algebra, geometry, history, or chemistry?

No one has yet compiled statistics which will prove that the attainment of good manners leads definitely to success, and that poor manners lead to failure. It is, however, pretty safe to generalize that while poor manners may not always lead to failure, good manners are always an asset.

"Your manners," says Emerson, "are always under examination, and by committees little suspected,—a police in citizens' clothes,—but they are awarding or denying you very high prizes when you least think of it." That is just as true today as it was in 1860.

Fine manners were always considered the special pre-occupation of the cultured and the rich, of the lady and the gentleman. The real American man was supposed to be too busy to bother with such frills.

He was busy with the serious affairs of life; he was building factories, felling forests, clearing virgin lands, and building homes. What time was there left for social amenities?

Today the factories are built, the land is cleared, and the homes are finished. The machine has speeded up the building process, and has also made possible many undreamed things, including that precious something which only the few enjoyed heretofore, namely, leisure. The machine has increased production and decreased the length of the working day, and so has raised the standard of living, and created leisure time for millions.

Those millions have reached out in many directions—a few in undesirable directions—for ways to spend their leisure. The movie, the theater, sports, where you pay-as-you-enter, have attracted their quota.

Equally attractive has been the desire for direct social contact through social functions in the home, where the entrance fee is of a different denomination—social preparedness. This preparation we must now supply.

*We do not need to "sell" manners to the general public; they are sold on the idea. The social and commercial value of approved manners is fully appreciated.*

It is no longer necessary to point out that when you "give a boy address and accomplishment, you give him mastery of palaces and fortune." If Emerson were writing today, he would not need to persuade his readers that good manners lead to fortune. What is wanted now is not an eloquent plea for manners, but rather, explicit instruction in the art of attainment.

**C**OMMERCIAL interests are satisfying the demand for instruction in manners by a flood, nay, a deluge, of etiquette books. The vast sales of these books is one of the most amazing recent developments in the book trade. Etiquette books priced as high as \$4 per volume have sold into the millions, and less expensive material ranging in price all the way down to 5 cents have piled up staggering sales.

Wherever books are sold—in the book shops that cater to the intelligensia, in department stores, and the five-and-ten-cent stores—there books and booklets on etiquette are among the best sellers.

The book trade is not alone in the business of instructing the public in etiquette. The newspapers and magazines, the radio, public lectures, and private instructors are also busy in the field. And every type of instruction is eagerly sought.

*Civilized peoples have always attached great importance to manners, and instruction in the proper observance of accepted customs was an early educational activity. But never was the desire for instruction so strong, nor so general as it is today.*

The demand for instruction in manners is due of course to a recognition of their importance in business and social life. Doors of offices, professions, and business are said to open more readily to the well-mannered than to the crude; doors of desirable social connections likewise open to those properly prepared to enter.

These things sound like platitudes to us—and they are platitudes—but not to the energetic young people of today who have just re-discovered them. The acquisition of good man-

ners, proper behavior on all occasions, is considered so desirable to them that they have become, to a large extent, the "consumers" of etiquette instruction.

The high schools graduate regularly vast numbers of boys and girls, eager and alert young people, whose feet we have tried to guide toward the path to culture. They come to us from all classes, but mainly from homes lacking in social graces. We, their teachers, who understand the backgrounds of our students, have tried to teach appreciation of literature, music, art; we have tried to teach something of history, science, and mathematics.

### Children Are Hungry for A Code

Have we also tried to give them a little practice in those social experiences that will open for them doors where the things we taught are valued? Have we given our students the skill to translate their education into the social usage of their fellowmen? Have we given them information and practice for the most important situations in life, social intercourse?

These considerations, and others to which reference will be made presently, led to the development of a course known as Social Arts at the Benjamin Franklin High School.

Mr. Moore, principal, and Miss Hodgkins, vice-principal, have always been interested in all phases of social development and in the formation of classes to aid in that development in any department of the school.

A course in Social Arts, which was planned by Miss Hodgkins, and heartily approved by Mr. Moore—is at present given by the home economics department, because Mrs. Anita Powers of that department was especially interested in that type of work.

*The original intention was to offer the work as a home-making course for girls, but when the announcement and description of the course appeared in the school paper, a group of boys, who recognized in the course the things they needed, sent a petition to Miss Hodgkins asking for a similar class for boys.*

The program was expanded and enriched to meet the needs of both boys and girls until it became what it is today, a training course in social arts.

Home-making is still the basis of the plan, and the principal objectives are: to acquaint young people with the meaning of the home, with home life, with community responsibility; also to teach the history of home life as a basis for the appreciation of home life today; to give boys and girls an understanding attitude toward their individual roles in the home and

community; and lastly, to give a broader meaning to citizenship.

Parallel with the instruction in home-making, is a motivated project in what we may call manners, or social arts.

**A**DVOCATES of progressive education would be delighted with the methods, equipment, plans, and background of the course. The project is conducted in a modern bungalow situated on the edge of the Franklin campus. The house has all the facilities of a home, not one of those hand-me-down, ready-made homes, but a home which developed gradually, a home which was planned piece by piece. There is charm about it, an air of comfort, and repose which only good taste can create. In these surroundings, Mrs. Powers and her classes live and work.

One of the projects of the social arts group is a series of senior luncheons. Every senior has the privilege of attending one, possibly two, luncheons so that he may learn how such a function is conducted and, which is more important, how to conduct himself. The seniors are told frankly the purpose of the affair, and they in turn are frankly appreciative of the opportunity. The project "sells" itself.

### Good Manners Aid Happiness

Before each senior luncheon, Mrs. Powers, the instructor in the course, explains the duties and obligations of host, hostess, and guests. She also teaches table manners, table attitudes and behavior, and whatever else may suggest itself. But since knowledge of social usage does not necessarily imply skill in performance, the function itself becomes the important thing. The host and hostess and guests—all students—try to put into practice what they have learned.

The class in Social Arts receives similar, but more intensive training. They not only learn the manners of the table, but they also learn how to prepare and serve a meal, how to set a table, and how to wait on a table.

A time is also set aside for general discussions on the fine art of living. Frequently, the group spends an hour together just to see how it is done. They read, sing, play the piano, or play bridge; they sit around the open fire and talk; they catch a glimpse of plain living and high thinking; and they like it.

"Gee, Mrs. Powers," said a young man to the instructor, "I didn't know you could spend an evening this way. I thought the only thing to do when you went to see a girl was to take her

out to some lonely place and neck or pet." An important social pronouncement.

If a course in social arts were merely a matter of teaching boys and girls how to pick up an olive, how to eat an artichoke, what to do with one's elbows at table, and how to acquire similar social skills,—important as these things are—we could, perhaps, leave them to chance teaching.

But skill in social usage has a deeper significance. We want to give boys and girls sufficient social ease so that they may be free for desirable social contacts.

"Why do you suppose we are anxious to give you Social Arts affairs?" Miss Hodgkins asked a group of seniors.

"To give us a good time," they answered.

"We want you to have a good time," agreed Miss Hodgkins, "just as we think you ought to enjoy algebra and geometry. But we don't give you those studies because you are going to enjoy them, and we don't give you the Social Arts affairs merely because you will enjoy them, but because they are necessary experiences in adolescence.

"Social contacts are experiences which develop the immature adolescent into an adult, and development is much more satisfactorily accomplished when the experience is unaccompanied by embarrassment and self-consciousness."

Whether school is a preparation for life, or whether school is life itself, surely the demand of the young people for such a class as Social Arts justifies itself.

## How Do You Rate With Your Pupils?

S. G. MOYSE, *Teacher, Alhambra High School*

**W**HAT do your pupils think of you? Do they speak of you in their private conversations as "an old grouch," "a sore head," "an old woman," or as a "good sport," "fair and square," "a prince?"

What do they tell the folks at home about you? Do they admire or ridicule your clothes, make-up, mannerisms, the way you pace up and down the room, comb your hair, the language you use.

How amazing it would be if, as in "Strange Interlude," pupils expressed their feelings about their teachers in convenient "asides!" As matters are, only through some crude caricature anonymously drawn on the board or through an intercepted note of a confidential nature are most teachers occasionally shocked into a faint inkling of how they "rate" with their youthful charges!

The paucity of criticism is, however, somewhat compensated by the torrents of comment overheard concerning other teachers. Nor do they need such comments, for in most schools they are so plentiful and so loud that the deaf might hear.

From observation and conversation with pupils I am rather disheartened at the way most of us "rate." We are certainly far from being models or patterns of manhood and womanhood. There is a very prevalent lack of admiration, of sincere respect (uninfluenced by fear), and of affection in the minds of pupils toward their teachers. One is almost led to believe that we are a good deal more unpopular

than parents, who, by the way, are none too "popular."

It may be that children naturally resent their "bosses" or supervisors, whether parents or teachers, but I for one am not convinced on this point. For very often those that "boss" most strictly, the "hard" teachers or parents are the ones best loved, while not infrequently the "easy" teachers or parents are held in contempt.

No teacher need have any doubts of the vital importance of a pupil's attitude to his teachers. It is true there are some teachers who even boastfully admit they don't care what their pupils think of them or whether they "like" or "dislike" them. Such benighted fossils certainly deserve our commiseration.

Teachers **should** care what their pupils think of them. In fact, they should care a great deal more about that than about what their supervisors think of them. Certainly no successful business executive would snap his fingers in indifference at what his subordinates think of him. That is also true of the successful army or navy officer and is especially true of the successful doctor or dentist.

### Children Should Be Protected

Children are a thousand times more sensitive than adults, and it is sheer cruelty to subject them day in and day out to the influence of personalities that grate and jarr on their nerves. A harmonious rapport between pupil and teacher is not only conducive to better school work,



but also to better behavior, and even to better health.

Some personalities almost literally "give us a pain in the neck." It is not uncommon to hear a pupil remark that a certain teacher makes him "shake in his boots." I have known several pupils who were so frightened by certain teachers that they rarely recited in class and when they attempted to do so became inarticulate, consequently receiving poor marks. One pupil I overheard, said he would rather be slapped in the face than exposed to the caustic sarcasm of a certain teacher.

### Teachers Should Study Themselves

Very few schools are entirely free from these grating and jarring personalities. What to do with them? My own answer is: Have them change their disposition. Impossible? Not at all. In fact, to admit the impossibility of this is to deny the very basis of all education: the modifiability of personality. How is it to be accomplished? Through self-knowledge largely revealed by the pupils themselves.

*For several years I have made it a practice, every time I give marks to my pupils, to request them to reciprocate by giving me a mark and, also, a criticism of my teaching methods, my personality, my management of the class, etc. In order to avoid any feeling of restraint, I insist that the comments be written anonymously and, if possible, written back-hand or printed to avoid detection of authorship.*

When I tell my pupils for the first time what I want, they are taken aback by the novelty of the situation. It is not without some difficulty that I convince them that I really mean, in all sincerity and earnestness, what I say.

Practically all respond with surprisingly intelligent and worthwhile comment. It is really astonishing how few avail themselves of an opportunity "to come back" at me or assume a frivolous attitude.

Nor need the reader imagine that only "bouquets" are showered on me. There are many, of course, but so too are there many frank complaints and criticisms, many of them certainly scoring a bull's-eye.

All in all I am certain I have received more guidance and supervision from the criticism submitted by my pupils than from the rather infrequent visits of my principal and the frequent ones of my department head.

*I am adding below a copy of the points on which I asked my pupils to criticise me at the end of last quarter. I add them in the hope that they*

*may be of interest to the other teachers who would like to try out this procedure.*

#### 1. Teaching skill

- a. Skill in explaining
- b. Skill in drilling
- c. Knowledge of subject
- d. Assignments (definiteness, length)
- e. Examinations (clearness, frequency, difficulty)
- f. Class management
- g. Class spirit (prevailing feeling or sentiment, such as fear, "at home" feeling, friendly)

#### 2. Personality

- a. Appearance—cleanliness, neatness, taste, voice
- b. Disposition—grouchy, patient, sarcastic, cheerful, ill-tempered, over-serious, frivolous
- c. Interest—inspiring, boring, entertaining, humorous

#### 3. Additional remarks

\* \* \*

**The 1931 Summer School of Speech and Drama** will be held in London, Oxford, and Malvern, England, from July 13 to August 22, two weeks in each city, under the auspices of the Central School of Speech and Drama.

\* \* \*

**Miss Freida Belk**, new member of the C. T. A. Council of Education, from the Northern Section, is dean of women and teacher of book-keeping and algebra in the Oroville Union High School, and is widely known as a successful classroom teacher. She is a graduate of that high school and of the University of California.

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### Progressive Education Association

**ELEVENTH** Annual Conference of the Progressive Education Association, held in Detroit, this past winter, was notable for the largest attendance in its history, and for at least two significant forward steps.

Resolutions were passed for the organization of a world movement in education which will not only co-ordinate all educational agencies in this country to promote a knowledge of modern educational philosophy in all countries, but which will transfer to the teaching body the impetus and means of advancing better international understanding and good will which the politicians have signally failed to accomplish.

The other movement fostered by the Association is the work of a committee under the direction of Wilford M. Aikin, Head Master of the John Burroughs School, St. Louis, Missouri, to reorganize the entire relation of the secondary school to the college by doing away with the credit and unit system, liberalizing entrance examinations, and establishing standards of secondary education which the colleges will accept as the basis for their curricula.

Officers elected for the forthcoming year are Burton P. Fowler, head master of the Tower Hill School, Wilmington, president; J. Milnor Dorey, executive secretary; and E. M. Sipple, head master of the Park School, Baltimore, treasurer. Ann Shumaker is editor of "Progressive Education," the organ of the Association, 10 Jackson Place, Washington, D. C.

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The Great Northern Railway, two years ago, presented a series of reproductions of paintings in calendar form. So great has been the demand for them ever since, by teachers and students of art, as well as by those interested either from the standpoint of history or for their particularly decorative quality, that the Great Northern has had a series of twelve of the best and most interesting of these portraits included in an artistic portfolio.

Elementary Home Economics—Unit-Problem Plan. Lessons in foods and cookery, clothing and textiles, family relationships, recreation, the care and management of the house, the care of children, home nursing and health. Second Revision. By Mary Lockwood Matthews, professor of home administration and dean of the school of home economics in Purdue University. Little, Brown, and Company, Boston. 623 pages. A valuable and modern text.

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### World League of International Education Associations

Honorary President—Dr. Ray Lyman Wilbur.  
Director—Mrs. Alice Wilson, Modern Language  
Teacher, Girls High School, San Francisco.  
Headquarters—521 Phelan Building.

ON May 18—International Good Will Day—we, the members of the World League of International Education Association, through the good offices of this Review, extend a message of Good Will and Friendship to the youth of the world.

The World League of International Education Associations is a student organization. It numbers at present about 150 High School Clubs in countries all over the world. It is in no way connected with any organization—political, religious, or social.

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Mildred E. Schnier, chairman of the union list committee (Room 868, 740 South Olive Street, Los Angeles), announces publication of the revised "Union List of Periodicals in the Libraries of Southern California." This book is an alphabetical catalogue of general periodicals and technical and business magazines taken by the many libraries in Southern California, and shows in many instances that back files have been filled in.

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Dr. William G. Carr, formerly director of research for the California Teachers Association, and later assistant director of the N. E. A. work in that field, has accepted appointment as Director of the N. E. A. Division of Research. Dr. Carr succeeds Dr. John K. Norton, whose resignation to accept a professorship on the faculty of Columbia University, was recently accepted.

Dr. Carr has a host of friends in California who rejoice in his rapid advancement and heartily congratulate the N. E. A. upon his acceptance of this responsible position of national leadership.

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### California School Superintendents Conference

A FEATURE of the University of California summer session will be the "Superintendents Conference". In recognition of the fact that many school superintendents find it difficult, if not impossible, to remain away from their duties for the full duration of regular summer sessions, the University of California is initiating a Superintendents Conference, two weeks in length, to be held each year during the summer session.

The plan of the conference provides for a series of sessions from 9 o'clock in the morning to 12 noon, in which a number of instructors will present problems of significance to the superintendent. In the afternoon, meetings will be scheduled in which those in attendance may group themselves according to their particular interests.

Information may be obtained from Dr. Frank W. Hart, School of Education, University of California, Berkeley.

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GEORGE H. BLYTH, *Los Angeles*

**S**OUTHERN CALIFORNIA'S most famous and, in many ways, most spectacular mountain trip, is the rail journey to mile-high Mount Lowe. Scores of world travelers have testified repeatedly that this excursion and the panoramic views from Inspiration Point near Mount Lowe Tavern impressed them more deeply than any other single experience in California.

Two thousand square miles of fertile coastal plain are within view, dotted by 56 cities. The ocean lies beyond and on clear days Catalina Island and ships in the channel are plainly visible. This sight is more spectacular at night, when the entire land area appears to be paved with sparkling diamonds of light.

When the Mount Lowe Incline and scenic railway were completed in 1893 by Professor Thaddeus Lowe, they constituted one of the most daring and spectacular engineering achievements in the world up to that time. Today, after nearly 38 years of uninterrupted operation, they are still unparalleled in the United States.

The Incline rises 1245 feet in a distance of half a mile, from the primitive beauty of Rubio Canyon to the summit of Echo Mountain. As the cable-car slowly ascends, the visitor gasps at the ever-widening panorama that opens at his feet.

He thrills anew while the special scenic car at the summit carries him  $3\frac{1}{2}$  miles around rugged mountain sides, penetrating wooded canyons and sheer granite portals, across marvelous bridges to the very door of hospitable Mount Lowe Tavern.

The Tavern has acquired considerable reputation for the excellence of its table, its old-fashioned hospitality, and the comfort of its accommodations, and is the headquarters for varied mountain sports, riding and hiking to nearby beauty spots, tennis and miniature golf. Mounts are available for the many charming bridle jaunts beneath the pines. An interesting silver fox farm may also be visited.

Mount Lowe is two hours from Los Angeles, and is reached only via Pacific Electric Railway, operating five trains daily from the Sixth and Main Streets station, Los Angeles.



"STARS" BENEATH THE STARS

Lights of Los Angeles and adjoining cities, as far distant as 60 miles, as seen from Inspiration Point, Mt. Lowe, 5000 feet above the sea. Fifty-six cities may be viewed on clear nights from this vantage point, the thrill of which attracts 100,000 visitors annually.



## California Hospitality for N. E. A. Includes . .

**B**RING your "orange thirst" to the convention. Orange juice—the 100% kind—will be served without charge to all in attendance. Your N. E. A. badge is the open sesame. Eastern delegates on the incoming special trains at the Southern Pacific and the Santa Fe depots will find orange stands with uniformed attendants awaiting them with a welcoming smile and a cup of California orange juice. At the Shrine Auditorium another large stand will serve all comers. The idea originated with the Los Angeles City Kindergarten Club, the California Fruit Growers Exchange accepted it and agreed to furnish the juice. Three carloads of tree-ripened oranges are now in cold storage, and more are available if needed.

One of the big entertainment features of convention week will be the Mission Play. On the night of July 1 this magnificent production will be given at Hollywood Bowl, with real Indians scattered around in the adjacent hills and glades.

California teachers who have not yet "got around" to a visit to Mount Lowe, should take advantage of the special price during the N.E.A. meeting to make this trip. It will be time and money well spent.

When you fill out the hotel coupon in this issue, indicate a second choice on the margin, so you may be speedily accommodated in case your first choice hotel is already filled to capacity.

Many of the delegates and visitors from the other states will return via San Francisco. To acquaint them with the City by the Golden Gate and let them know just what is going on at the time, all the daily newspapers of that city—the Chronicle and Examiner in the morning, and the Call-Bulletin and Daily News in the afternoon—will be found at each of the State headquarters offices in the Biltmore at Los Angeles. Teachers from Florida, Maine, Ohio, and way points, who want to know where to find Market Street or Fisherman's Wharf or Chinatown or somethin', will find these daily papers at the HQ of their home state. These papers are given by the publishers, who join with all California in extending a Welcome to our NEA visitors.

San Francisco will be decorated during the first week in July with a Welcome to the NEA visitors. While Los Angeles is 450 miles distant the two cities are so easily accessible to each other by airplane, train, motor-bus, steam-

ship—and the best highways in the world for private motors—covering that little distance is no trick at all! A NEA convention visitor who doesn't go to San Francisco before or after the meeting—well, "there ain't no such animal!"

### Los Angeles Schools Entertain

**L**OS ANGELES schools will entertain visitors, including delegates, from the various states at 4 to 7:30 p. m. on the days indicated by this schedule. The general meeting-place will be the Shrine Civic Auditorium.

#### Schools

#### States

#### Monday, June 29

Banning.....	Tennessee
Bell .....	Virginia
Belmont.....	Michigan and Kentucky
Beverly Hills.....	Alabama and Delaware
Eagle Rock.....	Massachusetts and Rhode Island
Fairfax.....	Missouri and Maryland
Franklin.....	New Jersey and District of Columbia
Fremont.....	Ohio

#### Tuesday, June 30

Gardena.....	Nevada and Idaho
Garfield .....	Indiana
Hollywood.....	Oregon and Connecticut
Jefferson.....	Minnesota and West Virginia
Jordan.....	Washington and Wyoming
Lincoln.....	Iowa and Oklahoma
Los Angeles.....	Georgia
Manual Arts.....	Pennsylvania

#### Wednesday, July 1

Marshall.....	Kansas
Metropolitan.....	South Dakota
Narbonne.....	Louisiana
North Hollywood.....	Arizona
Owensmouth.....	Montana and Arkansas
Polytechnic.....	New York
Riis.....	Porto Rico
Roosevelt .....	Illinois

#### Thursday, July 2

San Fernando.....	Nebraska
San Pedro.....	Florida and South Carolina
Torrance.....	New Mexico
University.....	Maine and Alaska
Van Nuys.....	Vermont and Utah
Venice.....	Wisconsin and New Hampshire
Washington.....	Texas and North Dakota
Wiggins.....	North Carolina and Mississippi
L. A. Junior College.....	Hawaii and Philippines
Pasadena Teachers Club.....	Colorado

## Three and One Are?

FRED C. GRAHAM, *Teacher of English and Science, Ontario Junior High School*

**E**XPERIENCE is a dear teacher but (?) will learn from no other", was not so well said. It is a premise of no logic. Must we be fools who learn from experience? Therefore the question mark.

We cannot be empirical in a matter of import. We do not say of a baby who, being attracted by the light of a fire, sticks his hand into the flame, that he is a fool.

We feel badly for him and extend to him sympathy perhaps. What then, is he?

It is not for us to say. We cannot stigmatize the young child in that way. He may appear to us foolish, but to himself he is not so. Boy and girl education is a matter of wits and authority, confidence and understanding, and humor.

"The worst age", 12 to 15, really is the most inviting to the philosopher. He sees a glimpse of totality in all human life and race progress just before it fades out of the picture! That is, if he looks for it.

Psychology is all arms and legs, with little heart or head. Some day we hope it will cease to be a robot.

Boy alive! Class alive! School alive! There's your Junior High!

And your teacher will be a minus quantity unless he or she has the personality to jibe with this pandemonium and temper it humanly.

Trying to make social beings of youths so unsettled deserves thought. Present times are running away with them.

### Adjustment Takes Time

We cannot hope for an adjustment for a generation or two, it may be—not until adult society can adjust itself to the spasm of twentieth century life.

Learning isn't pleasant to the average boy—his school idea of it at least. He does not want to learn, many times.

It is thrust upon him and he must tolerate his condition. He learns because of fear, or of some unpleasant consequences. He should learn because he can't help it, and that is the reason in life. He is unconscious of it, enjoys it, too.

There is far too much sentiment in the theory of education. It will play havoc with the new teacher if he is not on his guard, when he comes into practical experience. Such expressions as "grow with the child", "love them", guide their

wayward footsteps" are much too romantic for our business.

It is only after a jolt or two (year or two, sometimes before) that the pedagogical novice realizes the satire in such phrases. He is chagrined to find out that the educators really meant "help youth grow", "understand them and let them know it", and "steer them to their respective goals as far as possible"! The whole business as I see it is to help them to live a more sane existence at this complex age.

Get down to **just above their level** in dealing with them. Remember you are living with them. They thrive on your authority, revel in your good nature, appreciate your patience, and learn if you are subtle enough to keep these qualities well-co-ordinated.

Astound them occasionally but never shock them. A chuckle is better than a laugh in a class-room, and they can be had more frequently with less danger.

### See Life Through Their Eyes

Saturate yourself with their spirit under control. You cannot go far wrong if you do. Be as personal and intimate as they desire, but do it all impersonally and at a distance. Keep within your margin, just within. The youths will admire you for coming so near, and respect you for keeping the space.

Remember you are the teacher, the business manager. Also remember **you** are living with the individuals in your class, not your principal or superintendent. If they are to live with you, pleasantly and with ease, you cannot afford to swank yourself in the foreground as the Almighty Representative of the Powers That Be.

When I look at my class of boys,—8G, my home-room,—my first impulse is to laugh. Why. I could not tell.

I have caught them unaware—an indescribable combination of changing life—going somewhere! Then I say to myself, "Forty originals of God and the devil, with God predominating!"

\* \* \*

**A**MONG noteworthy recent Appleton books for young people and children may be particularly mentioned—**Bugles at Midnight** by John Murray Reynolds; **The Glory of Glenwood** by Earl Reed Silvers; the **Boys Life of Herbert Hoover** by Mitchell V. Charnley; **Cornelius Colony** by Gladys Blake; and **Nancy Goes Camping** by Jean Henry Large. These are well-written stories of merit and charm.

## Class vs. Teacher

*Experiment conducted in the Grass Valley High School by Early W. Moore, Science Instructor. The classes participating were Biology and Physics.*

**O**BJECT of the experiment was to turn over to the classes as much of supervision, planning, and directing of class-activities as they were willing and capable of handling.

A second object was to determine what class officers and assistants would be necessary for a complete high school system similarly organized. This discussion will be confined to the first object.

The physics class was small and needed very little organization. Every member of the class completed all text-book problems six weeks before the close of school and used their extra time for laboratory work. Their median score for the year on a standardized test was 36.4, while that set for the test was 33.6.

The biology classes were large and needed more organization. They were told that the new organization was experimental, and all who became assistants would gain merits. The State Superintendent of Education had promised that next year those students who acted in a similar capacity would receive one-fourth unit credit.

They elected a chairman who supervised the committee, and acted in place of the instructor when he was absent. The class chose three committees whose work was as follows:

First, a **program committee**, which outlined the work in advance and set the standards for the class.

Second, a **clean-up committee**, which checked out apparatus and saw that the laboratory was left clean.

Third, a **co-operation committee**. The selection and operation of this committee was the hardest part of the bargain because its duty was to supervise the general behavior of the class by reporting all disorders to the student body council for demerits.

One of the biggest problems of the high school is to have the student learn that he is working for **himself** and not for the instructor. Perhaps the finest accomplishment of the experiment was this development among the students.

*The student found himself doing his own work and not that of the teacher. The teacher became a true supervisor. The time saved the instructor was very little, but both the pupil and the teacher were able to use his time more effectively.*

The mediocre and poor students showed the greatest gains. The standard deviation was lessened. The results were similar for both sections. In order to further justify my conclusions, several types of tests were administered as checks, each one giving a similar result.

In order not to offset the gains made by the lower division of the class during the experimental semester over the marks of the previous semester, all members of the class were allowed to retain whatever advantage had been gained over the first semester marks.

\* \* \*

### Preparing for the N. E. A.

Sent by Mrs. Eugenia West Jones, Vice-President, N. E. A.

**F**OLKS it's really coming.  
Hear the buzz and humming.  
Everybody working.  
Not a thought of shirking.  
Watch the people smiling.  
Happy as they're filing  
Notes of things to do  
To make you joyous, too.  
We're planning day by day  
For the N. E. A.!

JENI-VEE WALLER

*Kindergarten Teacher, Los Angeles*

\* \* \*

### California Conference of Social Work

**T**HE twenty-third annual meeting of the California Conference of Social Work will be held in Berkeley, May 17 to 21. The program theme is "Economic Justice and Social Progress", which should prove especially timely and challenging at this time of economic depression.

The eight sections on Family and Child Welfare, Public Health, Use of Leisure Time, Organization and Administration, Delinquency, Industry, Education, and Racial and Citizenship Problems will meet each morning.

Luncheon meetings will be held at 1 o'clock; during the afternoon 24 kindred groups affiliated with the conference will hold their meetings; and in the evenings the entire conference will come together in general session.

Conference activities will be centered in International House and many of the delegates will be housed there, as there are living accommodations for 200 women and 100 men. Conference sessions will be held at Wheeler Hall on the University of California campus, at the College Women's Club, Hearst Gymnasium, and International House.

Many new names will appear on the Conference program and interesting experiments in types of meetings will be tried. Conference sessions are open to everybody interested in social welfare.

For copy of the program and other information regarding the Conference, write to the executive secretary, Miss Anita Eldridge, 20 Second Street, San Francisco.



## California Breakfast at the N. E. A.

**O**NE of the outstanding events of all the NEA meetings is the California Breakfast. Last year 230 Californians journeyed two thousand miles to Columbus, Ohio, to attend the California Breakfast—and incidentally, the convention!

This year the big problem is "How shall we take care of the multitude at the Breakfast?" Willard E. Givens, N. E. A. State Director for California, and a state committee of the California Teachers Association is arranging for an attendance of 5000—and if necessary, an overflow meeting will take care of the other thousands who come.

*But who wants to be in an "overflow meeting"! Get your reservations early—*

*right now—and secure a good seat in the "big tent".*

The Breakfast (note the capital B) will be served at the Hotel Ambassador promptly at 7 o'clock a. m., Monday, June 29. The tickets, entitling one to all the privileges, benefits, and advantages,—including the "ham and . . ."—are priced at \$1.10.

Over 23,000 members of the NEA are Californians. As all of them will **want** to be at the California Breakfast, it will be the first 3000 who really will **BE** there!

Fill out the coupon right now and send it with your check attached to either the San Francisco or the Los Angeles office of the California Teachers Association.

## California Breakfast Coupon

California Teachers Association  
155 Sansome Street, San Francisco  
or  
408 Spring Street, Los Angeles

Order No. ....  
(leave blank; this is  
our order number)

Enclosed is check for \$..... for which send me..... tickets  
for the **California Breakfast** at the Ambassador Hotel, Los Angeles, at 7 a. m.,  
Monday, June 29, 1931.

Name .....  
(Print your name)

Address .....



## Significance of the N. E. A. Convention

**L**EE SHIPPEY, keen observer, philosopher, and writer of that interesting department in the Los Angeles Times, the "Lee Side of L. A.," pays tribute to the members of the National Education Association in a recent issue of the Times. He tells his readers the far-reaching effect of the visit of the thousands of educators to California this summer.

These teachers will see and learn of the advantages of California as a place to live, and they will also take back to their schools, to the hundreds of thousands of growing young people, the "message of California"—the message that will bear fruit in the years to come when thousands of their pupils will seek the Golden State to make it their home. When they start their rallying cry of "California, here I come," its inception may be traced back to the visit of the N. E. A. members to the Pacific Coast in 1931. Here is what Columnist Shippey has to say:

### Educators Are Advertisers

"One of the biggest conventions—and most important—to be held in Los Angeles this summer will be the N. E. A. (National Education Association) convention June 27-July 3. We think it exceptionally important because every delegate to it will be a person eager to learn all he can of the place he visits and sure to tell what he has learned when he gets home.

"Some conventions don't mean much to a city. They bring a lot of folks to it for a good time, but those folks don't take home much accurate information. In so far as they are free spenders they help conditions here, but they don't go to their homes and make 1,000,000 high school students and women's club members want to drop everything and come here; they don't go back with marvelous stories of our

educational progress, our determined siege of culture and the exceptional advantages we offer the student.

"In our should-be humble opinion, the free-spending lodge brother who has a good time here for a week, bringing his entertainment with him rather than seeking interest here and putting on shows rather than searching out spots of historic and romantic interest, is far less advantageous to us as a visitor than the perhaps thrifty educator whose business it is to instruct and mold the minds of others.

"This crowd will take home the news that the Los Angeles County Free Library is the greatest in the world, that the schools of Los Angeles County outrank those of most of the country and are the equal of any, that within sixty years we have grown from a place without one institution of high school rank to the seat of world-famous universities and technological schools."

\* \* \*

### The First Funeral

LELA M. GARVER, *Compton*

**M**ARIE died. At once she was distinguished  
As none of my companions at eight years  
Had ever been. We fourth-grade boys and girls  
Marched to her funeral in the bare Norse church,  
Revelling in movement in the outdoor air.  
I wondered at the grown-up's reddened eyes—  
At the fresh tears as mothers whom I knew,  
Espied their own march primly into sight.  
Soon we had church, about as usual.  
But then when we filed slowly past Marie,  
The unflickering smile upon her shining face  
Made me, too, want to cry, altho her dress  
And flowers were those of special party days.

**W**ORLD FEDERATION OF EDUCATION ASSOCIATIONS holds its fourth biennial conference at Denver, July 27-August 1.

Charles H. Williams, secretary of the Federation, with headquarters at University of Missouri, Columbia, has bulletins and other printed matter available to any California teachers who desire detailed information.

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## Coming Events

**May 19**—Pacific Regional Conference Future Farmers of America, Boise, Idaho.

**June 27-July 3**—National Education Association Convention, Los Angeles.

**July 27-August 1**—World Federation of Education Associations, Denver.

**February 20-25, 1932**—National Education Association, Department of Superintendence, Washington, D. C.

\* \* \*

### The Instructor

**B**EGINNING with the June issue, "Normal Instructor and Primary Plans" will be known as "The Instructor."

This educational magazine, which for forty years has been of wide influence in the elementary school field, represents a merger of "Normal Instructor," established in 1891, and "Primary Plans," first issued in 1903. The two journals were consolidated in 1914 by the publishers, F. A. Owen Publishing Company of Dansville, New York.

"Normal Instructor and Primary Plans" has long been familiarly known as "The Instructor," and its readers have become acquainted with "The Instructor Picture Studies," "The Instructor Literature Series," and "The Instructor Plan Books." The publishers emphasize that the new title does not signify any change in editorial policy except such change as comes with growth and improvement.

## EMERALD BAY CAMP AND HOTEL LAKE TAHOE

Rates \$3.75 per day and up, or \$22 per week and up, including meals. Also housekeeping tents and cottages. Boating, Fishing, Swimming, Hiking, Camp Fire and Dancing every night.

For further information address NELSON L. SALTER  
EMERALD BAY, LAKE TAHOE, CALIFORNIA

### Educators' Income Protection

Covers all accidents and diseases. In force any place in the United States, Canada or Europe. Vacation same as school season.

**INTER-OCEAN CASUALTY COMPANY**  
Hearst Building, San Francisco



## The Milkman Hasn't Stopped at This House *for months*

THE MILKMAN, on his unfailing daily rounds, could tell you that this house and this one and that one are infrequently occupied by tenants. If he is observant, he could probably tell you why, too. No prospective tenant is interested in a place that is not modern; who wants to live in a house not adequately wired for electricity. Electricity today has become so much a part of the daily routine of home-life that a house not properly wired with convenience outlets and wiring facilities sufficient to carry the load required by modern electrical appliances and labor-saving devices is undesirable and quite likely to remain vacant for long, unprofitable periods of time.

If you own a house—or are planning to build—it will pay you to investigate the Red Seal Standards of Electrical Wiring. The Electrical Industry invites you to write to this bureau of impartial experts for advice and guidance in matters electrical—no obligation on your part whatever.

*Pacific Coast*  
**ELECTRICAL BUREAU**

447 Sutter Street, San Francisco

# Low Fares East



## Start May 22 on Southern Pacific's 4 Great Routes

Low summer roundtrips to eastern cities will be in force this year from May 22 to October 15. Return limit October 31.

These fares are the same on all railroads, but only Southern Pacific offers the choice of 4 Great Routes East. Go one way, return another—see more of the

United States and more of the Pacific Coast than on any other railroad.

Don't wait until May 22 to plan your trip. Tickets are on sale *now!*

At these summer roundtrips, you can go East thru Los Angeles at no additional cost, stopping over for the N.E.A. Convention.

### A FEW EXAMPLES OF LOW SUMMER ROUNDTRIPS:

NEW YORK . . . . .	\$151.70
CHICAGO . . . . .	90.30
Atlanta . . . . .	113.60
Boston . . . . .	157.56
Philadelphia . . . . .	149.22
Detroit . . . . .	109.92
Houston . . . . .	75.60
Kansas City . . . . .	75.60
St. Louis . . . . .	85.60
Minneapolis . . . . .	91.90
New Orleans . . . . .	89.40
Washington, D.C. . . .	145.86

## Southern Pacific

*Any of our agents will gladly help you plan your ticket, make reservations, and assist in every way to make your trip interesting and comfortable.*